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ABSTRACT

This report describes a model for staff development of an elementary school drug education pilot program designed to help children develop positive self-concepts and skills for decision making. The objectives of the staff development model are to help teachers, (a) assess their own needs and strengths, (b) plan and practice classroom activities in a laboratory setting, (c) establish pilot goals, (d) participate in regular plan/share activities, and (e) monitor changes in themselves and their students. Leadership and participant materials include four kinds of activities: (a) self-awareness, (b) laboratory learning, (c) planning/sharing, and (d) evaluation. The plan, designed to involve an entire faculty for a school year, is constructed to permit modification to suit the particular needs of participating schools. (An 11-item bibliography and five appendixes are included.) (Author/PD)

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

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A MODEL FOR STAFF DEVELOPMENT (FOR AN ELEMENTARY SCHOOL DRUG EDUCATION PILOT)

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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INTRODUCTION

STATEMENT OF THE PROBLEM

The Region 10 Education Service Center is committed to piloting an elementary school drug education pilot in the 1973-74 school year. This writer, a consultant with the Education Service Center, developed a model for staff development for the pilot.

RATIONALE OF THE MODEL

The primary goals of elementary school drug education are to help children develop positive self-concepts and develop skills for decision-making. The objectives of this staff development model are to assist teachers to:

1. Assess and increase their capacity to be acceptant and supportive of others.
2. Improve their skills in developing positive self-concepts in all children.
3. Improve their skills in fostering independent decision-making in all children.
4. Determine their own program goals, plan classroom activities to meet these goals, and share their successful efforts with other teachers.
5. Assess the effectiveness of their efforts.

THE FRAMEWORK OF THE MODEL

Kinds of Activities

The model utilizes four kinds of activities: self-awareness;

laboratory learning; planning/sharing; and evaluation.

Implementation Plan

The plan is designed to involve an entire faculty for a school year; however, it may be modified to fit the needs of the schools participating. A steering committee, selected by the faculty, will provide leadership for the program once initial activities are completed.

Kinds of Materials

Leader and participant materials were developed/collected for each of the four kinds of staff development activities. They include:

1. Self-Awareness - Eight hour and a half sessions designed to help participants know and like themselves better.
2. Laboratory Learning - Suggestions and aids for planning and conducting activities designed to develop classroom skills.
3. Share/Plan - Suggestions and aids for planning and conducting regular small group meetings.
4. Evaluation - Materials to monitor and/or evaluate each of the five objectives of the model.

EVALUATION OF THE MODEL

The staff development model and accompanying materials were evaluated by two panels of educators--a panel of specialists and a panel of teachers.

IMPLEMENTATION OF THE MODEL

The staff development model was submitted to the administrative personnel of one public and one private school to be considered for implementation in September, 1973.

A MODEL FOR STAFF DEVELOPMENT

(For an Elementary School Drug Education Pilot)

Barbara Ann Ring[1]

1. STATEMENT OF THE PROBLEM

House Bill 467 of the Sixty-First Legislature of Texas has mandated that all Texas school districts develop plans for teaching drug education in grades five through twelve. The Texas Education Agency, in compliance with the law, has charged the twenty Education Service Centers of Texas with the responsibility for developing and piloting programs in drug education for those grades identified in House Bill 467.

Many educators, however, believe that the fifth grade is too late to start a program whose success is measured in terms of values and decision-making skills. This philosophy holds that concepts, attitudes, and behavior are developing during the elementary years and the school cannot ignore this teaching opportunity.

The Region 10 Education Service Center is committed to piloting an elementary school drug education program during the 1973-74 school year.

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[1] Educational Consultant, Region 10 Education Service Center, Richardson, Texas.

This writer, a consultant with the Region 10 Education Service Center, developed a model for staff development for the pilot. This practicum included developing a general framework for staff development activities and writing leader and participant materials.

2 RATIONALE OF THE MODEL

Emphasis in an elementary drug education pilot should be on helping children develop positive self-concepts and develop skills for decision-making. [2]Paramount to the success of an elementary program for drug education is a school setting which encourages the acceptance of all children and an understanding of their individual needs.

Drug education should be integrated into the curriculum to encompass the child's total school experience. Staff development for drug education should provide teachers with an opportunity to identify their own needs and skills; identify the needs and skills of their students; establish goals appropriate to the needs of their students; and plan activities to meet those goals.

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[2] Ralph L. Dahl, "Crime and Drug Education--Where Are We?" (unpublished paper), August, 1972.

The objectives of the staff development model are to assist teachers to:

1. Assess and increase their capacity to be acceptant and supportive of others.
2. Improve their skills in developing positive self-concepts in all children.
3. Improve their skills in fostering independent decision-making in all children.
4. Determine their own program goals, plan classroom activities to meet those goals, and share their successful efforts with other teachers.
5. Assess the effectiveness of their efforts.

3. THE FRAMEWORK OF THE MODEL

3. 1. Kinds of Activities

To encourage optimum learning from the staff development activities, this model utilizes three kinds of participant involvement: small group involvement with peers; action involvement in the learning situation; and participant involvement in setting goals and priorities. Four kinds of activities are incorporated into the plan:

1. Self-Awareness
2. Laboratory Learning
3. Planning/Sharing
4. Evaluation

The practicum proposal called for five kinds of activities. For the sake of clarity and brevity, three of the original categories were combined (general goal setting, planning, and reporting/sharing). An additional kind of activity, laboratory learning, was added to enhance the chance for learning transfer to the classroom.

The practicum proposal also called for two sets of participant materials to be developed, one set for teachers of grades one to three and one set for teachers of grades four to six. To avoid unnecessary duplication, the participant materials were combined and labeled for appropriate grade levels when necessary.

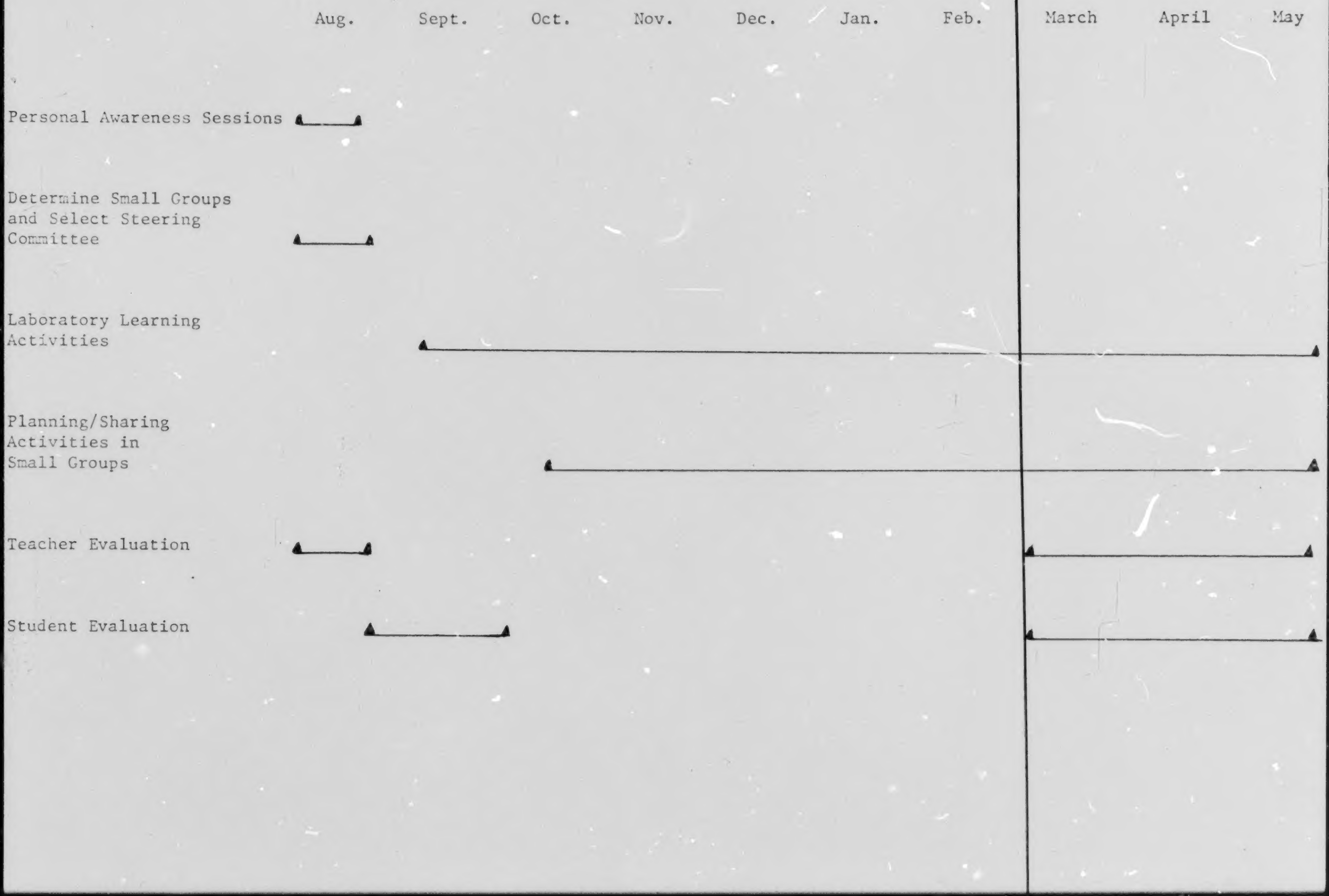
3. 2. Implementation Plan

The staff development model is intended to be used as a total school project involving all teachers. However, upon the advice of the principal, the program may involve only a part of a faculty. In either case there should be strong administrative support for the objectives of the model.

The program is designed to encompass one school year (see Table I). However, the suggested time lines may be modified to fit the needs of the participants. The phases may be overlapped, if necessary, to fit the schedule limits of the schools involved.

TABLE I

SUGGESTED TIME LINE FOR ORGANIZING STAFF DEVELOPMENT



Leadership for the staff development activities will initially come from the staff development leader who conducts the self-awareness sessions. Following the self-awareness sessions, the faculty will be organized into small groups for participation in the remaining activities. Each small group will select a leader to serve on the steering committee which will be composed of: the principal, the staff development leader, the counselor, and the small group leaders. (appendix A-1). Duties of the steering committee will include:

1. Planning and conducting the laboratory learning activities
2. Serving as coordinators for the weekly small group planning/sharing meetings
3. Meeting once a month to discuss tabulations of "Learning Laboratory Evaluation Forms" and "Share/Plan Meeting Evaluation Sheets"
4. Planning and scheduling teacher and student evaluation activities

Teachers participating in the pilot will keep a notebook of planning and response sheets completed during the self-awareness, laboratory learning, and planning/sharing activities. The notebook will be a resource for teachers to use in ongoing staff development activities.

3. 3. Kinds of Materials

3. 3. 1. Self-Awareness Materials: Eight hour and a half sessions were developed to assist teachers to assess and increase

their capacity to be acceptant and supportive of others (objective one). The purposes of the self-awareness activities are:

1. To assist participants to know each other better and to develop skills for teamwork.

2. To help participants to know and like themselves better.

3. To provide a setting in which participants may assess their strengths and plan specific goals to meet personal needs.

The eight session titles include:

1. "Introductory Session" (appendix A - 2 to 33)
2. "Sharing" (appendix A - 34 to 36)
3. "Needs" (appendix A - 37 to 40)
4. "Values" (appendix A - 41 to 48)
5. "Strengths" (appendix A - 49 to 53)
6. "Success=Self-Esteem" (appendix A - 54 to 56)
7. "Goal-Setting" (appendix A - 57 to 61)
8. "Overcoming" (appendix A - 62 to 68)

Participants will complete an evaluation checksheet after each session, the teacher input providing direction for future activities (appendix A - 69).

3. 3. 2. Laboratory Learning Materials: The steering committee will plan and coordinate laboratory learning experiences for the small groups organized following the self-awareness sessions.

The purpose of the laboratory learning activities is to provide teachers with a setting for practicing and evaluating skills for developing positive self-concepts in all children (objective two) and skills in fostering independent decision-making in all children (objective three).

The rationale for the laboratory learning activities is to provide teachers with:

1. involvement in designing he learning situation
2. action involvement in the learning situation
3. encouragement for constructive change through peer group reinforcement.

Materials developed to assist teachers in planning and conducting these activities include:

1. a reading explaining the laboratory learning concept (appendix B - 70 to 72)
2. suggested activities (appendix B - 73)
3. a work sheet for planning the laboratory learning experiences (appendix B - 74)
4. a participant evaluation sheet for laboratory learning experiences (appendix B - 75)
5. suggested methods for encouraging "action" involvement in learning (appendix B - 76 to 77)
6. an information sheet on self-concept (appendix B - 78)
7. a reading entitled "Building Self-Esteem in Students" (appendix B - 79 to 82)
8. an information sheet on decision-making (appendix B - 83)

9. readings about using positive reinforcement in the classroom (appendix B - 84 to 88)

10. a reading entitle "Extinguishing Disruptive Behavior" (appendix B - 87 to 89)

11. an information sheet on classroom leadership styles (appendix B - 90 to 91)

12. an information sheet about questioning strategies (appendix B - 92 to 94)

13. an annotated list of multimedia materials available from the Education Service Center (appendix B - 95 to 108)

3. 3. 3. Share/Plan Materials: Weekly small group meetings will be held for the purpose of encouraging teachers to determine their own program goals, to plan classroom activities which will meet those goals, and to share their successful efforts with other teachers (objective four).

The rationale for these activities is to provide teachers with:

1. involvement in setting long-term as well as immediate individual goals

2. group/peer reinforcement of successful classroom efforts

3. encouragement for constructive change through learning from the successes of others

4. encouragement to share ideas and materials.

Materials developed to aid teachers in planning and conducting the laboratory learning activities include:

1. a suggested agenda for the first share/plan meeting (appendix C - 109)
2. a work sheet for participants to establish long-range goals (appendix C - 110)
3. a form for recording individual statements of program goals (appendix C - 111)
4. planning calendars for scheduling small group meetings or scheduling materials (appendix C - 112)
5. a suggested agenda for the remaining share/plan meetings (appendix C - 113)
6. a "Weekly Planning Sheet" for participants (appendix C - 114)
7. a list of suggested student activities (appendix C - 115)
8. a suggested "Daily Checklist" for recording successful accomplishment of desirable teacher behaviors (appendix C - 116)
9. a suggested "Positive Verbal Acknowledgment" sheet for recording positive acknowledgment of students each day (appendix C - 117)
10. a "Share/Plan Meeting Evaluation Sheet" (appendix C - 118)

3. 3. 4. Evaluation Materials: Materials for monitoring and/or evaluating each objective of the staff development plan are identified in Table II. The instruments are designed to aid the participants and steering committee with meaningful feedback, not to burden them with irrelevant tallies or scores. The steering committee may option to modify, substitute, or omit any of the suggested instruments.

Schools with data processing or computer services are encouraged to program as many of the instruments as possible.

Schools served by a school district research department are encouraged to design a plan for evaluating objectives one and five with the assistance of research personnel.

EVALUATION MATERIALS

OBJECTIVES	MONITORING/EVALUATION PROCEDURE	DATA ANALYSIS AND TREATMENT
1. Assist teachers to assess and increase their capacity to be acceptant and supportive of others.	A "Participant Evaluation Form" will be completed for self-awareness sessions. (appendix A - 69)	Staff development leader and principal will analyze tabulations, incorporating teacher input into future planning.
	A self-scored "Living With Change Inventory" will be administered during the first self-awareness session. (appendix A - 31 to 33)	See appendix A - 3, activity #3
	A "Teacher Problem Q-Sort" (appendix D - 119 to 126) will be administered twice--before the first laboratory learning activity and after implementation of the share/plan meetings.	Participants will discuss and analyze scores with at least one small group member after each administration.
2. Improve teachers' skills in developing positive self-concepts in all children.	A "Laboratory Learning Evaluation Form" will be completed for activities developing skills for building self-concept (appendix B - 75)	The steering committee will tally responses, incorporating teacher input into future planning.
	A "Daily Checklist" of desirable teacher behaviors will be used to record "yes" responses for successful accomplishment of specific behaviors. Steering committee will determine how long checklist will be used.	Teachers will compile summaries in small group meeting and compare with previous summaries.
	A "Positive Verbal Acknowledgment" sheet will be inserted in teachers' register for indicating positive verbal acknowledgment of students each day. Steering committee will determine how long check sheet will be used.	Teachers will compile summaries in small group meeting and compare with previous summaries.
3. Improve teachers' skills in fostering independent decision-making.	Use of "Laboratory Learning Evaluation Form" and use of "Daily Checklist."	
4. Assist teachers to determine their own program goals, plan activities to meet those goals, and share their successful efforts with other teachers.	Participants will complete "Worksheet for Establishing Long-Range Goals" and "Statment of Goals for this Drug Education Pilot" (appendix C - 110 to 111) at first share/plan meeting.	Participants will share responses with small group members.
	Participants will complete "Weekly Planning Sheet" (appendix C - 114) at each share/plan meeting.	Participants will share plans with small group members.
	Participants will complete "Share/Plan Meeting Evaluation Sheet" (appendix C - 118) after every third share/plan meeting.	Steering committee will analyze tabluations monthly, incorporating teacher input into future planning.
5. Provide teachers with a means of assessing the effectiveness of their efforts.	The "What Face Would You Wear" (appendix D - 127 to 132) test will be administered to students in K-2nd grade during the first and last two months of school.	Each teacher will analyze and record student scores.
	The "How I See Myself Scale" (appendix D - 133 to 135) will be administered to students in grades 3-6 during the first and last two months of school.	

4. EVALUATION OF THE MODEL

Leader and participant materials prepared for this model were distributed to two evaluation panels, a panel of specialists and a panel of teachers. Each panel responded to the following questions:

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?
2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?
3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?
4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

4. 1. Evaluation by the Specialists

4. 1. 1. Evaluation Panel: An oral overview of the program and copies of materials were given to each evaluator individually during the week of May 14-18. The panel included:

1. Mr. Ernest Roberts, Jr. - Program Director, Division of Crime Prevention and Drug Education, Texas Education Agency
2. Dr. Ralph Dahl - Consultant, Crime Prevention and Drug Education, Region 10 Education Service Center

3. Dr. Ann Bennett - Consultant, Elementary Education,
   Region 10 Education Service Center

4. Mrs. Natalie Murray - Director, Lamplighter School, Dallas

5. Mrs. Grace Sanders - Director, Thompson Teacher Training
   Center, Dallas Independent School District

4. 1. 2. Evaluation Summary:

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?

    1. The self-awareness and laboratory activities assist teachers to recognize the priorities of the pilot (appendix E-136).

    2. Teachers are given opportunities to develop objectives as well as plan and practice activities for the classroom within the program's framework (appendix E-138).

    3. Classroom teachers may have difficulty seeing the relationship between the planned activities and the priorities of the drug education program (appendix E-142).

    4. Yes, this is clear (appendix E-146).

    5. Teachers will see priorities of the program as a result of the structure of the staff development activities (appendix E-150).

1. b. Is there a means for incorporating teacher input into the ongoing program?

    1. Small group activities appear to provide ample opportunity for teacher input (appendix E-136).

    2. The self-awareness activities may be modified according to teacher evaluation and suggestions (appendix E-138).

    3. There may be too many requests for teacher feedback, for there will be many other demands upon teachers' time and attention (appendix E-142).

4. Yes, this is well handled (appendix E-146).

5. Teacher input during the share/goal setting sessions molds the program (appendix E-150).

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

1. The awareness activities appear to adequately prepare teachers for the activities to follow--particularly the sessions related to identifying needs, assessing strengths, overcoming barriers, and goal setting (appendix E-136).

2. Skills developed in the awareness sessions should facilitate later planning activities (appendix E-139).

3. While the planned awareness activities are excellent, whether or not they adequately equip teachers will depend largely upon the expertise of the group leader (appendix E-143).

4. Yes, even for the teacher who may need it most (appendix E-147).

5. Teachers may need help relating the awareness sessions to the drug program activities (appendix E-151).

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

1. The resources appear to be: related to the objectives of the program; appropriate for teachers of all levels; and sequentially structured (appendix E-137).

2. The resources should achieve program objectives and also accommodate suggestions by participants. They are designed to maintain participant interest and involvement (appendix E-140).

3. The resources and materials are well done and seem to be appropriate; however, many variables will determine whether or not they are satisfactory (appendix E-144).

    4. This seems especially well done (appendix E-148).

    5. Excellent resource materials throughout (appendix E-152).

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

    1. The selected teacher and student measures seem to be appropriate measures of the training program's success. The individual goal setting activity can be used as a measure of individual success (appendix E-137).

    2. The system for monitoring the success of the program includes instruments to collect teacher reactions/suggestions and records of teacher classroom behavior (appendix E-141).

    3. Evaluation measures and hard data should give some indication of program success; however, more observable signs may be the best indicators of success (appendix E-145).

    4. They seem to and could perhaps become more concise with use (appendix E-149).

    5. Evaluation measures seem adequate, especially those in which teachers evaluate their own skills. Additional devices might include tools for evaluating questioning skills and group techniques (appendix E-153).

4. 2. Evaluation by the Teachers

4. 2. 1. Evaluation Panel: Five first grade teachers who will be participating in a program pilot at Lamplighter School in Dallas met with this consultant on May 24 to examine the program's format and materials. The evaluation panel, selected by the school's director, included:

	Years of Experience
Mrs. Judy Bauder	3
Miss Annette Findley	1
Mrs. Suzanne Kelley	7
Mrs. Carol Miller	10
Mrs. Dorothy Nichols, team leader	14

4. 2. 2. Evaluation Report: The panel, due to end of the year time constraints, drafted a group response to the evaluation questions (appendix E-154-157). Their evaluation was completed at a "team meeting" on May 31 after each teacher had examined a set of the materials for one week.

1. a. The structure of the staff development plan has been positive in determining the priorities of the drug education pilot.
    b. There are excellent means for incorporating teacher input into the ongoing program.
2. We feel that before involvement in decision-making/planning activities the teacher should be well informed and have a strong background in this area. Therefore, more suggestions for preparation might be added.
3. Yes, the resources are appropriate and satisfactory.
4. The evaluation measures do provide necessary feedback to monitor and evaluate the success of the staff development efforts, if done properly.

4. 3. Evaluation Analysis

The evaluators interpreted the word "determine" in question 1.a. either as "establish" or "interpret". This ambiguity might have been avoided had the question been worded, "Is the structure of the staff development plan such that teachers can establish their own priorities in the drug education pilot?"

The evaluators indicated that the structure of the program allows teachers self-direction in establishing priorities and also provides teachers with an indication of what their classroom priorities should be. However, two evaluators indicated that the self-awareness activities need to be more closely related to classroom planning.

Each of the four kinds of program activities was identified as providing adequate teacher input. One evaluator indicated that requests for teacher input may be too frequent and may demand too much teacher time.

Evaluators found the self-awareness activities well planned and adequate for developing skills for decision-making/planning activities. The teacher evaluators indicated a need for further skill-building ideas.

Resources developed for the coordinator and participants were found to be appropriate and adequate; however, implementation of the program will be the true test.

The program's evaluation measures were found to be appropriate for the kinds of data needed to monitor and evaluate its success. It was suggested that strictly empirical data, however, might not adequately reflect the success of a program designed to effect these kinds of attitude changes.

5. IMPLEMENTATION OF THE MODEL

The staff development model was submitted to the administrative personnel of one public and one private school to be considered for implementation in September, 1973.

5. 1. Implementation in a Public School

This consultant met on three occasions with representatives of the Dallas Independent School District to discuss the staff development plan and the possibilities of utilization. DISD representatives included: Mr. Harold Ledford, Supervisor of Drug Education; Mrs. Claudia Steenson, Coordinator of Nursing and Drug Abuse Education; Dr. Donald Lem, Evaluator, Research and Development; Mr. Harold Lictenwald, Principal; and Mr. Charles Blanton, Principal. Upon their recommendation, Dr. Ruby Morris, Deputy Superintendent, authorized use of the program in an elementary school drug education pilot. Selection of a pilot site will be made by DISD during June, 1973.

5. 2. Implementation in a Private School

This consultant met twice with representatives of the Lamplighter School, a private school in Dallas including kindergarten through fourth grade. Co-directors of the school, Mrs. Natalie Murray and Miss Sandy Swain, asked a team of five first grade teachers to study and evaluate the plan and materials, suggesting implementation strategies. The team recommended that the program be used with one team of teachers beginning in August, 1973, and that it be expanded or discontinued upon the recommendation of the teachers involved.

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Group Leaders (members of steering committee)

The functions of the group leader will be:

1. to represent the needs and views of the group on the steering committee
2. to bring the group together regularly for planning, goal setting, and sharing
3. to locate and acquire resources need for achieving individual and group goals
4. to facilitate the group process-seeking information and opinions, elaborating, summarizing, etc.

Characteristics of a group leader should include:

1. a willingness to give the time and effort necessary for planning, implementation, and evaluation
2. a genuine motivation to help group members
3. a sensativity to the process and content of the group
4. a knowledge of group dynamics
5. a good repertoire of methods for learning
6. a flexibility to modify plans and procedures to meet group members' needs

1 - INTRODUCTORY SESSION

Total time required: Approximately 1 1/2 hours

Materials needed:
Readings on Drug Education (3)
"Teacher's Role in Drug Education"(Worksheet #1)
Chalkboard and chalk
"Living With Change Inventory"
"Participant Evaluation Form"
Group sizes: Groups of 5-6; Large Group

Purposes:

1. To give participants an overview of current research and opinions regarding effective and ineffective drug education programs.

2. To develop for participants a rationale for the staff development activities which will follow.

3. To give participants an opportunity to survey their readiness for participation in the total staff development program which will follow.

Activity #1: a. Allow 20 minutes
Leader distributes readings on drug education and "Teacher's Role in Drug Education" (worksheet #1) Participants will complete items 1 and 2 on worksheet.

b. Allow 30 minutes
Participants will form groups of 5-6 persons and compare definitions of drug education and descriptions of teachers' roles. The small group will formulate a single comprehensive definition of elementary school drug education and a description of the teacher's role.

The leader will write on the chalkboard the small group responses. The large group will attempt to formulate a single comprehensive definition and role statement.

Activity #2: Allow 10 minutes
The leader will explain a rationale for the staff development activities which will follow:

1. To assist participants to know each other better and to develop skills for teamwork.

2. To help participants know and like themselves better.

3. To provide participants with various methods of measuring their own personal growth.

4. To provide a structure in which participants may assess their strengths and plan specific goals to meet personal and student needs.

5. To develop skills in participants which will enable them to improve children's self-concepts and to encourage independent decision-making.

Activity #3: Allow 25 minutes
The leader will distribute the "Living with Change Inventory" to all participants, reading aloud the introductions printed at the top of the test. Once participants complete the test, the leader will distribute the instructions for scoring and ask participants to score their own inventories. When all tests have been scored the leader will read the following questions for participants to ponder:

1. How do you feel about what the test shows?
2. What characteristics were you pleased to note, but didn't think you had?
3. What changes would you consider making as a result of this test?
4. Do you see new relationships between your values and how you act?

Activity #4: Allow 5 minutes
Leader will distribute and collect "Participant Evaluation Forms"

In the report of the National Education Association's task force on drug education, the definition of drug education is:[1]

> "A learning process that influences an individual emotionally, intellectually, psychologically, and socially, and that may result in the modification of attitudes that influence behavior. It not only involves the formal mechanism of presenting information but also includes a series of experiences and influences that help shape the learning environment--the atmosphere of the school, the life-style present at home, the attitude of parents, the pressures within a peer group, the popular culture, the personal experiences with or without drugs, and the availability of alternative mechanisms employed to carry out certain kinds of behavior."

Section VI of the NEA Task Force Report deals with teacher in-service. The goals, as stated by the task force is "to influence teacher training institutions and in-service departments to develop programs that involve awareness of self-concept, values and communications."

The rationale underlying the task force recommendations for teacher training is stated as follows:

> The presence of drug misuse among all levels of our society is a symptom of a deeper problem--i.e., individuals are not equipped to handle stress situations because they lack--
>
> A positive self-concept.
>
> A workable value system that includes the acceptance of the values of others.
>
> Skills for intelligent decision making.
>
> Skills for adequate communication.
>
> Awareness of outside influences on decisions.
>
> Awareness of alternatives to chemicals as a means of recreation or of handling stress situations.

---

[1] Drug Education: An Awakening, Task Force Report on Drug Education, National Education Association, 1973.

> In-service programs should provide the experienced teacher with the know how and the tools for teaching about drugs at any point on the educational spectrum. Stricter screening of teachers, both those in training and those already teaching, should be implemented to prevent those who are incapable of helping students develop healthful attitudes from entering or remaining in the profession.

The objective of programs such as drug education should not be just to prepare students to talk intelligently in the subject area--as they might in literature or history--rather also to help them acquire personal behavioral skills which would better equip them to cope with new life styles where value conflicts predominate and standards no longer seem absolute. The emphasis is developing competency in personal living skills rather than merely learning subject content.

Desirable Student Outcomes: A Framework for Crime Prevention and Drug Education in Texas

Texas Education Agency
Division of Crime Prevention
and Drug Education
April 1973

This document is intended to serve as a framework by which local school districts can determine what could best be implemented or emphasized in their crime prevention and drug education programs. Since the clients of the educational process are the students, the goals and objectives of the program have been stated in terms of student outcomes, that is, what students know, do, feel, and think.

Being mostly trial-and-error efforts, local school districts have found some approaches and methods ineffective and found others to be more effective. The _Desirable Student Outcomes_ represents a compilation of the concepts, approaches and methods considered most effective both in Texas and in other states. The effectiveness of these student outcomes will be further tested on a pilot basis by a select number of local school districts during the 1973-74 school year. A system of feedback and information sharing is being developed between these pilot districts, the education service centers and the Texas Education Agency. The findings in these pilot schools will be shared with all school districts.

Four central themes or areas of emphasis have evolved in the crime prevention and drug education program. These are:

Decision-making to include Values Clarification
Interpersonal relations
Attitudes and knowledge about crime and juvenile delinquency
Attitudes and knowledge about drugs

In the final analysis, whether a person commits crimes and/or destructively uses drugs is determined by his interests, attitudes, values, appreciations, and adjustments in life. Thus, these student outcomes are most important in crime prevention and drug education.

These outcomes are the most difficult to document and evalute. For this reason, this section suggests activities and measures ~~for each~~ outcome. The measures are indicators stated in terms of student performance. Means by which the measurement can be accomplished can include teacher observation and checklists, student self report, or standardized instruments. It also recommends program areas and grade ranges. Since development of a person's values and interests is a continuous process, school districts are and must deal with most of these outcomes throughout their students' school lives.

Each school district is urged to expand this initial effort in this difficult but vital area of student development.

OUTCOME

The student values the use of a decision-making process when confronted with controversial issues in group settings. [A3]

SUGGESTED ACTIVITIES

Critical incident
Case studies
Propaganda-Advertising
Student diaries
Simulation
Role playing
Debate
Bibliotherapy

SUGGESTED MEASURES

..Student can list alternatives and consequences when given case study situations with controversial issues.

Response	-	+
	Lists few alternatives and consequences	Lists many alternatives and consequences

..Student discusses controversial incidents involving groups in school life space.

Response	-	+
	Does not use a decision-making process in discussing incidents	Utilizes decision-making process in discussing incidents

..Student recognizes peer pressure when given controversial issues.

Response	-	+
	Seldom recognizes	Usually recognizes

..Student analyzes how decisions in families are made on controversial issues.

Response	-	+
	Rejects process for family decisions	Accepts process for family decisions

..Student keeps diary or log of his activities and notes his feelings about the activities. Responses can be tallied in terms of both situations and feelings.

OUTCOME

The student values the use of a decision-making process in attacking problems encountered in life situations. [A3]

SUGGESTED ACTIVITIES

Case studies
Simulations
Role playing
Debate
Inquiry method
Bibliotherapy

SUGGESTED MEASURES

..Student examines content of his argument when he speaks out on issues.

Response |- +|
Seldom examines Usually examines

..Student analyzes the decisions of others to determine if they are using a decision-making process

Response |- +|
Seldom analyzes Thoroughly analyzes

..Student explains his own decisions in terms of a decision-making process.

Response |- +|
Seldom explains Thoroughly explains

..Student recognizes blocks to his personal use of a decision-making process.

Response |- +|
Seldom recognizes Usually recognizes

OUTCOME

The student values his own worth and dignity. [F1, F2, F3]

SUGGESTED ACTIVITIES

Positive reinforcement
Force field analysis
Creative self expression
Role playing
Simulation

SUGGESTED MEASURES

..Student identifies personal achievements and failures in several areas of interest.

Response

-	+
Cannot identify his achievements and failures	Can identify several achievements and failures

..Student experiences and expresses little anxiety in group settings.

Responses

-	+
Displays considerable anxiety	Displays little or no anxiety

-	+
Does not express observable anxiety	Expresses observable anxiety

..Student takes initiative and completes work/recreation tasks without supervision.

Response

-		+
Seldom takes initiative regarding tasks	Completes only assigned tasks or does not complete initiated tasks	Usually takes initiative and completes tasks (self directed)

OUTCOME

The student values the use of a values clarification process when confronted with decisions. [A3]

SUGGESTED ACTIVITIES

Case studies
Values clarification strategies
Simulations
Modeling

SUGGESTED MEASURES

..Student publicly affirms values during values clarification activities.

Response	[-	+]
	Seldom publicly affirms	Usually publicly affirms

..Doing case studies, student makes choices by use of a values clarification process.

Response	[-	+]
	Seldom	Usually

..In a given situation, student demonstrates the ability to distinguish between personal, professional, and social values as a basis for action.

Response	[-	+]
	Seldom distinguishes	Usually distinguishes

OUTCOME

The student values the worth and dignity of the individual. [F1, F2, F3]

SUGGESTED ACTIVITIES

Verbal and nonverbal communication activities
Group process
Introspective activities
Cross-cultural studies
Transactional analysis

SUGGESTED MEASURES

..Student listens to others and can paraphrase their comments.

Response |- +|

Seldom can paraphrase	Usually able to paraphrase

..Student will not respond to group pressures to treat or label others unfairly.

Response |- +|

Seldom responds to group pressures	Usually responds to group pressures

..Student advocates the protection of the constitutional rights of the individual and groups.

Response |- +|

Advocates for certain people and groups	Advocates for all people and groups

..Student will accept others while not necessarily approving of their behavior.

Response |- +|

Rejects others	Accepts others

..Student will accept people of other cultures, life-styles, etc.

Response |- +|

Rejects others	Accepts others

OUTCOME

The student values the individual's rights and responsibilities for a self-determined life style. [F1, F2, F3]

SUGGESTED ACTIVITIES

Role playing
Critical incident
Seating patterns
Sociogram
Discuss local events (life styles, etc.)
Discuss films regarding ethnic groups, sub cultures, life styles, etc.
Non-verbal communication activities

SUGGESTED MEASURES

..Student selects his personal life style.

Response	-	+
	Examines only one life-style	Examines alternate life-styles

..Student accepts individuals whose life styles are different from his own.

Response	-	+
	Rejects	Freely accepts

..Student demonstrates behaviorially the absence of ridicule and destructive criticism.

Response	-	+
	Seldom demonstrates	Usually demonstrates

..Student recognizes words and actions that cause him to react emotionally ("red flag cues").

Response	-	+
	Seldom recognizes	Usually recognizes

..Student can list responsibilities inherent in choosing his life style.

OUTCOME

The student responds to new experiences and information by being willing to alter or defend his value positions and decisions. [A3, F3]

SUGGESTED ACTIVITIES

Role playing
Case studies
Debate
Bibliotherapy
Propaganda - Advertising
Inquiry method

SUGGESTED MEASURES

..During exercises designed to test his receptivity to new ideas, achievement, and research findings, the student investigates these new facets.

Response	-	+
	Seldom investigates new	Usually investigates new

..Student analyzes hypothetical situations of the future by defending or altering his values.

Response	-	+
	Seldom analyzes	Usually analyzes

..Student selects some aspect of society that is seemingly changing and can analyze the values inherent in the change and compares these values with his own.

..Student questions traditional ways of reacting to situations.

Response	-	+
	Seldom questions or questions without consideration	Usually questions or questions with careful consideration

OUTCOME

The student values constructive, life-fulfilling alternatives to crime and drug abuse. [A3, E2, F3]

SUGGESTED ACTIVITIES

Extra curricular activities
Outside jobs
Development of recreational skills
Development of creative skills
Volunteer work
Religious activities

SUGGESTED MEASURES

..Student will list 20 things he likes to do.

..Student participates in extra-curricular or volunteer activities.

Response	-	+
	Seldom participates	Usually participates

..Student indicates a willingness to work.

Response	-	+
	Rejects work	Accepts work

..Student works in classroom.

Response	-	+
	Rejects work	Accepts work

..Student participates in family group activities.

Response	-	+
	Seldom participates	Usually participates

..Student indicates his career preference after careful consideration of options.

..Student participates or has an interest in music, art, theater, films, literature and/or other creative areas.

Response	-	+
	Does not participate or does not have interest	Does participate or has interest

OUTCOME

The student values socially constructive and personally gratifying roles for himself. [A3, F2, F3]

SUGGESTED ACTIVITIES

Delineate personal roles
Group sports, projects, activities
Role playing
Extra-curricular activities
Development of recreational skills
Development of creative skills
Volunteer work
Religious activities

SUGGESTED MEASURES

..Student is involved in social action activities such as voter registration drives, ecology projects, and community health projects.

Response |- +|
No involvement — Extensive involvement

..Student facilitates group activities.

Response |- +|
Seldom facilitates — Usually facilitates

..Student, after delineation of his personal roles, functions in these roles.

Response |- +|
Dysfunctional — Effectively functions

OUTCOME

The student values the absence of labeling (stereotyping) of peers and others. [F2]

SUGGESTED ACTIVITIES

Case studies
Movies
Bibliotherapy
Group sessions
Debates
Role playing
Class discussions on labeling
List labels applied to you or you apply to others

SUGGESTED MEASURES

..Student does not use derogatory labels.

Response |- +|
Usually Seldom

..Student defends those who are derogatorily labeled.

Respond |- +|
Seldom Usually

..Student recognizes derogatory labeling in movies, plays, stories, etc.

Response |- +|
Seldom Usually

..Student can express feelings of those who are labeled.

Response |- +|
Does not express Expresses with empathy

..Student can reject labels on himself.

Response |- +|
Seldom Usually

OUTCOME

Values citizenship. [A3, C1, C2, C3]

SUGGESTED ACTIVITIES

Mock elections, trials
Simulations and games
Join volunteer and service organizations
Social action activities
Religious activities
Student activities (band, newspaper, societies, government, etc.)
Girls State
Boys State
Involvement with school board, county commissioner, city council, etc.
Study and test advertising and propaganda methods.

SUGGESTED MEASURES

..Student assumes rights and responsibilities inherent in being a citizen.

Response

-	+
Rarely assumes rights and responsibilities	Usually assumes rights and responsibilities

..Student recognizes and defends against abuses of citizenship.

Response

-	+
Does not recognize abuses of citizenship	Can recognize abuses of citizenship

..Student can analyze the existing laws and can make suggestions for changes if needed.

..Student is informed of election processes and of the issues.

Response

-	+
Rarely aware of processes and issues	Usually aware of processes and issues

REVIEW OF DRUG EDUCATION PROGRAM
IN SIX TEXAS SCHOOLS

In order that the Division of Crime Prevention and Drug Education might obtain data from which it could assess attitudes and opinions toward the current program, six school districts located throughout the State of Texas were selected for a survey. The school districts were selected on the basis of size, geographical location, and the existance of a current educational program on the dangers of crime and narcotics. Structured interviews were conducted with small groups of students, teachers, counselors, administrators, and parents in each of these school districts.

Based on recorded responses of the individuals interviewed, inferences were drawn with regard to what those interviewed considered the most appropriate atmosphere conducive to the effective delivery of a program in crime prevention and drug education. The inferences drawn have been divided into five categories:

(1) Program
(2) Student Needs
(3) School Personnel
(4) Staff Development

PROGRAM

A. The goals of the programs visited ranged from total cessation of drug use to teaching youth to make informed decisions, but basic to all effective programs was the philosophy that an environment conducive to personal understanding and growth was necessary. It is therefore recommended that schools be encouraged to adopt the following as a goal, "Schools will provide experiences so that students will:

. accept self and others;
. develop communication skills;
. make decisions based on consideration of the consequences

within their changing environment".

The state program advocated and supported by the Texas Education Agency should coincide with the above and not address itself to just drugs and crime.

B. Lesson plans and curriculum guides are good as reminders but must be deviated from in order to accomodate immediate student needs. For example: pertinent current events should be discussed at the time presented by the students.

C. Drug education programs that begin at the elementary level, intensify their efforts in junior high and then touch lightly on more complex concepts in high school seem to have more of a positive impact on students.

D. In those programs where the main emphasis was character development, the program was called character education or something similar. In those programs where the main emphasis was the pharmacological and psychological aspects of drug use, the program was called drug education. Labelling the program is a major determinant of what many teachers emphasize in the classroom.

STUDENT NEEDS

A. Students want to learn in an environment which is interesting and in which they are actively involved, i.e., class discussion, making a film, small group discussions, etc.

B. Students want the opportunity to interact with other students and adults.

C. Students want to be involved in areas relative to themselves such as planning school-related activities, acting as consultants in setting policy, helping plan curricula, and deciding on social activities.

D. Students expressed the desire for more recreation activities. It was observed that students need to have a knowledge of and develop an appreciation for leisure time.

E. Students need to be taught at the level at which they are capable of learning.

SCHOOL PERSONNEL

Teachers perceived as effective were found:

- To be concerned about and accept all their students.
- To be honest, interested, and dedicated.
- To encourage students to think, make decisions, reason, etc.
- To relate to students at the students' level.
- To be selective in using training aids and only use them when appropriate.
- To encourage each student to make some kind of contribution.
- To be objective and respect the opinions of others.
- To be flexible, secure, friendly and consistent.
- To be knowledgeable in subject matter they teach and in issues of concern to students.
- To be sensitive to the needs of their students and gear their programs to meet these needs.

STAFF DEVELOPMENT

A. Teachers are not prepared for classroom experiences. The presentation of subject matter in traditional manners does not challenge the student. Teacher training programs need to be revised to be realistic instead of presenting too much philosophical and useless materials.

B. Teachers need constant staff development training to keep abreast of things that are happening. Children are quick to recognize outdated materials being presented.

C. Factual information regarding drugs available to teachers is incomplete, outdated, and many times misleading. Teachers using misinformation about drugs lose the students' respect and trust.

D. Teachers need to be taught how to give students a chance to think.

CRIME PREVENTION AND DRUG EDUCATION

1971 - 72

Texas Education Agency
Division of Drug Education

IMMEDIATE GOAL

A model will be developed and implemented to provide staff those competencies to enable them to effectively provide a program for all students in crime prevention and drug abuse education.

LONG-RANGE GOAL

All participating youth and adults will--

- accept self and others
- communicate in interpersonal relationships
- understand the possible consequences and alternatives for the decisions they make

within their changing environment.

CRIME PREVENTION AND DRUG EDUCATION PHILOSOPHY

Crime and the misuse of drugs are growing problems among youth and young adults in our society. The problems can and do occur in one form or another regardless of education, race, religion, economic or social level and are found in cities, suburbs and rural areas. Each is a social problem, and the two are increasingly interrelated.

In years past, the family has borne the primary responsibility of seeing that youth fit themselves into society orderly and peacefully. Today new and urgent forces push man from all sides: automation; urbanization; communication; impersonalization; biological breakthrough; moral, ethnical and religious revolutions; the search for human identity; and the necessity for international understanding. The family role itself has changed, and education has become a vital public instrument to help prepare young people to cope with their environment.

Today's youth are in some ways concerned with attaining the materialistic symbols of success. At the same time, young people are concerned with their role in life as human beings. Their goals in life are related to social awareness and satisfaction of interpersonal relationships. However, they are more than ever before oriented toward the present rather than the future; and there is still a hesitancy to accept responsibility for the consequences of decisions and actions. They have grown up during an unprecedented area of affluence. Although some young people have not participated fully in this affluence, they have vicariously experienced it through television. An increasing number of young people are asking: "Who am I?" What is my role in society?"

They are also seeking adult models who are not hypocritical. They express a need for a significant adult in their life with whom they can communicate freely. It is a period of susceptibility to emotional and religious experiences.

A drug and crime prevention education program must meet the present emergency as well as project a long-range design which will serve as a vehicle for moving the entire educational program toward more relevance to human needs. The more important needs of all students are

- achieving a growing understanding and acceptance of self, capacities, and goals
- developing satisfying peer and social relationships
- achieving a masculine or feminine role through understanding of self
- achieving emotional independence from parents and home and an expanding awareness of widening environmental boundaries
- planning for moving toward economic independence through educational and vocational preparation
- understanding family life and home responsibility
- participating in risk-taking and thrill activities
- developing intellectual skills and concepts
- developing a valuing system as a guide to self-directed behavior
- adapting to a changing self and a changing world

Students can profit from an awareness of the effects and consequences of drug abuse and crime. Knowledge of drug abuse and an understanding of why laws are necessary may prove helpful in living with others and in making decisions that affect the students' lives.

Many young people have become disenchanted with the slowness of progress in the realm of human relations and have turned to drugs or engaged in crime.

Their reaction is an attempt to meet their needs and those of others in an age where traditional institutions often fail even to recognize needs. Recognizing that drug abuse and crime are symptoms of personal and social problems, educators must develop programs that address themselves to the causative factors. After careful consideration, the following beliefs regarding an effective crime and drug program to meet these human relations needs of students have been identified:

- The program must meet the unique needs of the particular school district.
- Administrators must be involved and have a clear understanding of the program content and techniques necessary to provide leadership and support of staff in program development.
- The instructional program must stress attitude formation and an affective behavior change. Success of the program will be measured by the students' ability to assume the responsibility for their own decision-making and commitment rather than by measurement of knowledge transmitted.
- Crime and drug education should be based upon valid research and the latest information. The focus must be on people, relating to the socio-economic and cultural components of drug abuse and crime. It must promote self-understanding and prompt, constructive self-direction among young people.
- The curriculum should not be further fragmented to incorporate drug and crime information; such content should be included in existing programs and be multidisciplinary in its approach. Extra-curricular activities are equally as important as the regular curriculum.
- Despite the urgency, a "crash program" (short-term, one-dimensional assembly, lecture, or film) is questionable. It must not serve as a substitute for a carefully planned program focusing on basic causative factors.
- The technique and method pf presentation are more important than subject matter content. The laboratory method is recommended as a means of providing a climate for learning through the involvement of every person in the learning process. Experience-based learning helps to create attitudinal and value changes.

INTEGRATION OF CRIME PREVENTION EDUCATION WITH DRUG EDUCATION PROGRAM OR OTHER CURRICULUM AREAS

THE ELEMENTARY PROGRAM (KINDERGARTEN - SIX)

The elementary teacher in the self-contained classroom will decide in what subject matter areas to include the crime prevention concepts. In a departmentalized situation, it is suggested that teachers work together to correlate crime prevention education into the existing curriculum.

Suggestions for concept development at the elementary level are as follows:

VALUES--

- developing positive attitudes toward parents, teachers, law enforcement officials
- creating situations which contribute to development of positive attitudes
- providing opportunities for growth in individuality, independent thought, social responsibility, acceptance and appreciation of differences in values

DECISION-MAKING--

- exploring by dramatizing suitable situations, questions such as
  - What would you like to be?
  - What daily decisions do you make?
  - What effect do decisions you make have on your future life?
  - How do advice and authority from adults assit growing up?
  - Why is it sometimes hard to do what is "right"?
  - How can we become more responsible?

INFORMATION--

- exploring such questions as
  - Who makes laws?
  - What agencies assist in carrying out laws?
  - Do all people obey laws?
  - How do laws protect us?
  - What crimes might be committed by elementary age youngsters?
  - How can the elementary student help to prevent the crimes committed by other elementary students?
  - What are the costs of breaking laws?

SOCIETY--

- examining ideas such as
  - the necessity for rules in family living
  - the contributions rules make toward getting along at school
  - social pressures
  - the relationship of the school to achievement of personal goals
  - the benefits of laws to society
  - civil rights
  - self-discipline

CAUSES--

. relating mental, physical, and emotional health to a person's actions

. stressing the importance of meeting basic human needs (food, shelter, clothing, love)

SELF AND OTHERS--

. role-playing situations relating to feelings about self and others such as

  .. the way a child's acceptance by others affects his feelings--"choosing sides", new students, students from minority groups

  .. similarities and differences among people--special talents, limitations, need for others

  .. personality development--leadership, friendships

Teacher's Role in Drug Education (worksheet #1)

From the readings, please formulate your own definition of elementary school drug education.

1. Elementary school drug education______________________________

2. The role of the teacher in a drug education program is______________________________

3. Small group definition of Drug Education______________________________

4. Large group definition of Drug Education______________________________

LIVING WITH CHANGE INVENTORY

How well do you deal with change? How flexible are you? The following self-test will help you discover whether you have the characteristics to live creatively and peacefully with change. Complete the statements about school, country, people, yourself, future hope, authority and religion by marking one statement in each pair. Do not try to work out the right answers; they could all be right. Since your emotions are important in this test, mark your choice quickly to indicate your natural inclinations. The test simply indicates where you tend to place certain values.

A. A school

1. ___should rule over its students
2. ___should serve its students.
3. ___is changeable.
4. ___is unchangeable.
5. ___is open-ended
6. ___is a guardian.
7. ___is the students.
8. ___is the principal & faculty.
9. ___teaches what it has learned.
10. ___teaches as it learns.

B. My country is . . .

11. ___a creative hope.
12. ___the domain of evil.
13. ___where crime & corruption are.
14. ___where a new society is being formed.
15. ___doomed to destruction.
16. ___for man to remodel.

C. People are . . .

17. ___a help to my future growth.
18. ___a barrier to my developmen
19. ___inclined to evil.
20. ___of infinite good.
21. ___bound to get into trouble.
22. ___to be trusted.
23. ___good to have around.
24. ___better left alone.

D. I am . . .

25. ___corrupt.
26. ___worth a great deal to others.
27. ___under authority.
28. ___independent.
29. ___free.
30. ___under law.
31. ___created good.
32. ___created bad & prone to do wrong.

E. Future hope is . . .

33. ___dependent on good deeds.
34. ___dependent on my cooperatio with others.
35. ___to be celebrated.
36. ___to be earned.
37. ___enjoyed now.
38. ___dependent on my works.
39. ___dependent on the past.
40. ___dependent on the now.

F. Authority is . . .

41. ___tolerant.
42. ___judgmental.
43. ___dead.
44. ___present.
45. ___dictatorial.
46. ___trusting.

G. Religion should be . . .

47. ___good moral behavior.
48. ___a way of life.
49. ___primarily concerned with spiritual issues.
50. ___primarily concerned with worldly issues.

Adapted from: Valuing: Exploration and Discovery, by Brian Hall,
Argus Communications, Chicago, 1971

Instructions for Scoring

First we will consider those characteristics that suggest a poor ability to deal with change, namely low self-value, dependence on others, and mistrust of others.

1. Devaluation of self is indicated by marking:
12 13 15 18 25 27 30 32 43 45.

2. Dependence on others is indicated by marking:
1 4 6 8 9 27 30 39 42 49.

3. Mistrust or the tendency to devalue others is indicated by:
1 6 9 12 13 15 18 19 21 24
25 32 33 36 38 39 42 47.

If you marked more than half the numbers in any of these groups, you should reflect seriously on your ability to cope with change. This test is an indicator of how a rigid person tends to place his or her values. Such a person will often be an angry individual and will perhaps dwell on judgment and law (1 30 42 15 45).

On the positive side, the ability to cope with change is based on the characteristics of high self-value, independence, and trust of others.

1. High self-value, or seeing oneself created as good, is indicated by marking:
2 7 10 16 17 20 22 23 26 29
31 34 41 44 46 48.

2. A person who tends to be less dependent on others and expresses his own ideas and thoughts freely is indicated by:
3 5 10 14 16 20 28 29 31 34
35 40 46 48.

3. A real trust of others and placing a high value on other persons is indicated by marking:
2 3 5 10 11 14 16 17 20 22
23 26 31 34 37 41 44 46 48.

2 - SHARING

Total time required: Approximately 1 1/2 hours

Materials needed:
A watch with a second hand or a 3 minute egg timer
"About Myself" (worksheet #2)
"How I Felt" (worksheet #3)
"Participant Evaluation Form"
Group sizes: Groups of 2 and 4 persons

Purposes:

1. To develop interpersonal relationships which will encourage participants to openly share personal feelings and ideas.

2. To develop the self-concepts of participants by letting them share significant and successful personal experiences.

3. To give participants practice in operating within a structured group experience.

4. To encourage participants to examine their feelings as they experience the group activities.

Activity #1: Allow 20 minutes
The leader briefly explains the purpose and structure of the activity. Each participant selects a partner with which to "share." The leader begins by asking each person to share with his partner for three minutes several experiences which have had a positive, permanent influence upon his life. They may include family experiences, school experiences,career successes, etc. [If participants are not acquainted, a period for introductions should be included.]

Activity #2: Allow 20 minutes
Leader asks each diad to select another diad, forming groups of four. Each participant will share for three minutes with the new group what his partner told him about himself.

Activity #3: Allow 45 minutes
Remaining in groups of four, each participant will discuss at least six of the statements listed on the "About Myself" (worksheet #2) to share with the group. Once all particpants have shared, each person will complete a "How Did I Feel" (worksheet #3).

Activity #4: Allow 5 minutes
Leader will distribute and collect "Participant Evaluation Forms."

About Myself (worksheet #2)

1. The nicest thing anybody ever did for me was . . .

2. The nicest thing I ever did for somebody was . . .

3. The thing I enjoyed most this past week was . . .

4. The greatest learning experience of my life was . . .

5. If I could be anybody in the world I would be . . . Why?

6. As a teacher (principal, teacher aide) I feel best when . . .

7. In my leisure time I . . .

8. The best teacher I ever had was . . .

How I Felt (worksheet #3)

Please mark quickly the word which most accurately describes your feelings while you did these exercizes.

1. It was (easy, difficult) for me to talk about my past.
2. It was (easy, difficult) for me to talk about personal achievements.
3. It was (easy, difficult) for me to talk about myself for three minutes.
4. I (enjoyed, disliked) telling others about my partner.
5. I (do, do not) know my partner better after this experience.
6. It was (easy, difficult) for me to stick with the subject.

3 - NEEDS

Total time required: Approximately 1 1/2 hours

Materials needed:
"My Needs"(worksheet #4)
Chalk and chalkboard
Lasswell's Eight Value Categories
"Case Studies Worksheet"
"Participant Evaluation Forms"
Group sizes: Groups of 5-6 people

Purposes:

1. To assist participants to identify their own basic needs (driving forces).
2. To help participants recognize that needs are universal among all people of all ages.
3. To develop the skill of teachers to analyze behavior problems in terms of thwarted or fulfilled needs.

Activity #1: Allow 10 minutes
The leader will begin the exercise by asking participants to recall the significant personal events in their lives identified in the previous session. Participants, considering the influence of these events, will identify on the "My Needs" (worksheet #4) eight driving forces (needs) which have been most important in shaping their personal development.

Activity #2: Allow 30 minutes
A. Participants will form small groups of 5-6. Each participant will share his list with group members. The group will identify eight needs which are most representative of the needs of the group. The leader will tabulate on the blackboard the lists generated by the small groups.

B. The leader will distribute copies of "Lasswell's Eight Value Categories" to each participant. Small groups will compare their lists with Lasswell's, discussing similarities and differences.

Activity #3: Allow 25 minutes
Each participant will share with other small group members a personal experience in which one of his own needs was either met or thwarted and how he felt about the experience.

Activity #4: Allow 20 minutes
Participants, remaining in small groups, will read and discuss the case studies on the "Case Studies Worksheet." The group will identify:
1. Underlying problems motivating behavior in each case
2. Basic needs met in each case
3. Basic needs not being met in each case
4. Specific ways a teacher might satisfy unmet needs

Activity #5: Allow 5 minutes
Leader will distribute and collect "Participant Evaluation Forms."

My Needs (worksheet #4)

A number of basic driving forces (needs) motivate my behavior. These are continuing needs of mine which cause me to perceive and react to my environment as I do. It is important to me that others recognize my needs and understand my attempts to fulfill them.

My eight most important needs are:

____

____

____

____

____

____

____

____

Lasswell's Eight Value Categories

The eight "universalities" or categories of "needs and wants" are defined by Dr. Harold Lasswell and his followers as being basic values sought by all men in all known cultures and adapted for educational use by Rucker, Arnspiger, Brodbeck, and others. The Lasswell classification model is not a set of norms but a framework of open-ended, continuum catergories based on comprehensive cross-cultural, psychological, and historical data as well as on wide ranging empirical studies. This list of catergories is, by no means, the only useful scheme for classification. It is preferred for its contextuality, economy of terms, and precision in isolating fundamental human goals.

a.	Affection:	Love and friendship that you have for other people and that you feel they have or should have for you.
b.	Respect:	Courtesy and admiration that you have for other people and they have for you. Having someone that you look up to.
c.	Skill:	The ability to do things well and to feel that you can do them well.
d.	Enlightenment:	Your ability to understand what things mean and using your knowledge to help you do the things you want to do.
e.	Power:	The ability to control your own behavior and the ability to make other people see your point-of-view and do what you would like them to do. Being able to make your own choices based on good information.
f.	Wealth:	Wanting or needing money or the things that money can buy, such as food, clothing, shelter.
g.	Well-Being:	An inner feeling of contentment, health, inner-peace, and happiness. Not being sick, worried, upset ,or unhappy.
h.	Rectitude:	Knowing what is right and wrong for yourself. Keeping one's promises and being honest and just. One who is responsible and can be trusted.

Case Studies Worksheet

Please read each case study, discussing with your group the following questions:

1. What are possible underlying problems motivating the behavior in each case?
2. What basic needs are being met?
3. What basic needs are not being met?
4. What are some specific ways a teacher might satisfy the unmet needs?

I. Susan is a seven year old second grader. She eats alone every day and stands by herself during "free play." Occasionally she asks her teachers for permission to skip lunch or stay in the library during play. She frequently asks to go to the clinic.

II. Tommy is in the fourth grade and is of average size. He frequently "kids" other children by mimicking their speech or behavior. He occasionally trips other students as they pass his desk. He enjoys perturbing his teachers by making strange sounds in the back of the room.

III. Jennie is a very mature sixth grader. When she is in school she does good work and is liked by both her classmates and teachers. She has run away from home several times to be with "hippie" friends. She has an older boyfriend that her parents have forbid her to see.

IV. Jay is a bright fifth grader who has been taken into police custody for neighborhood theft and vandalism. He is absent from school an average of two days a week. He seldom brings materials to class or completes assignments.

4 - VALUES

Total time required: Approximately 1 1/2 - 2 hours

Materials needs:
A 3 x 5 card for each participant
Value Stories and Group Tally Sheets
Chalk and chalkboard
"What Do I Value In Life?" (worksheet #5)
"Participant Evaluation Forms"
Group sizes: Large groups; groups of 5-6

Purposes:

1. To motivate participants to examine the process by which values are formed and their relationship to individual needs, the self-concept, and goal setting.
2. To encourage participants to identify important personal values and to examine why they are important.
3. To increase each participant's capacity to understand and accept the values of others.

Activity #1: Allow 10 minutes
Leader distributes the reading entitled "Values". Participants will examine their decisions and choices throughout the session within the context of the reading.

Activity #2: Allow 20 minutes
Leader distributes 3 x 5 cards. Participants will quickly respond in writing to the following situations read by the leader:

1. You are alone in the house. The house catches on fire. You have time to save only one object. What is it?
2. You are to leave for the moom tomorrow. You will never return to the earth. You may take with you four objects. What will you take?
3. Your uncle has just died, leaving you with $10,000. What will you do with the money?
4. The doctor has just told you that you have 1 week to live. What will you do during that week?

The leader will give participants three minutes to find another 3 x 5 card with the same responses. If participant interest is high and time permits, the leader may ask the following questions to prompt discussion:

1. Do values differ among us?
2. Did you reflect values which are consistant with your usual behavior?
3. Did you reflect values which are related to personal needs?

Activity #3: Allow 30 minutes
Participants will form groups of 5-6. The leader will distribute the "Value Stories" and accompanying "Group Tally Sheet." Each group will read together each story and individual responses will be tallied on the "Group Tally Sheet". The leader will total all tallies on the chalkboard to show the diversity of responses.

Activity #4: Allow 25 minutes
Leader will distribute "What Do I Value in Life" (worksheet #5) to all participants. Participants will reassemble in the small group to share their top five and bottom five values. The leader will ask participants to note their own reactions to people whose values are very different from their own.

Activity #5: Allow 5 minutes
The leader will distribute and collect the "Participant Evaluation Forms."

VALUES

The consideration of values is central to the understanding of the individual's behavior and motivation. It is not only important to understand what values are, but also to understand how they are acquired and developed, and how they influence behavior, choices, decisions, and goals.

WHAT ARE VALUES? Values may be defined as the standards of desirability by which the individual chooses between alternate behaviors. Values are affective criteria: standards for feeling. Values are not attitudes, but are the standards by which attitudes are formed; attitudes are feelings about objects. Values are not behavior traits. Values are not needs: a need is a lack of something desirable. Every decision has some directive purpose and value at its root. Though this purpose or standard for conduct may be unexpressed, it is nonetheless operative. One cannot ignore value criteria if he wants to know who he is and why he is doing what he is doing.

Value formation begins in early infancy through the relationship with parents, and continues throughout one's life through relationships with brothers, sisters, peers, teachers, institutions, and all forms of society. Values are acquired and developed through sharing. Recent research in values suggests that there are three phases or levels of value development. First, acceptance of the value--an individual ascribes worth to a phenomenon, object, or behavior and is willing to identify with it, but is also ready to reasses it, if need be. Second, preference for the value--the individual is sufficiently committed to the value to pursue it, to seek it out, and to want it. Finally, the highest level of development, commitment--one has a high degree of certainty, of conviction, a firm emotional acceptance of the value--*I will act on this value.* It is just a personal standard until the third level is achieved.

The individual sees himself as an individual holding certain values. In order to answer the question, *Who am I?* one must answer, *In relation to what?* One does not know himself in a vacuum, but he knows himself in relation to certain social, psychological, and cultural constructs, about which he has gained some generalizations through social experience. It is probably impossible to know one's self outside these value dimensions of social experience. Thus, values are extremely important to the individual in that (1) they are standards by which one behavioral alternative is chosen over another; (2) they are the personal criteria against which the individual weighs the success of his act; and (3) they are an integral part of the self-concept.

Values are motivating factors in determining goals; they also provide the personal definition for successful goal achievement, for they serve as reference points for positive self-worth feedback. It is essential that one identify, understand, and accept his values if he is to use them in consciously directing his life goals.

Adapted from Motivation Advance Program, by Audrey Peterson, Combined Motivation Systems, Inc., Rosemont, Ill., 1971.

"STORIES TO ILLUSTRATE THE DIFFERENCES IN PEOPLE'S VALUES"

I. Two parents left their thirteen-year-old daughter at home after telling her not to leave the house. In spite of their warning, she left and went through the woods to her boyfriend's house. Because it was dark when she was ready to return, she asked her boyfriend for a dollar so that she could take the ferry across the river rather than walk through the forest where the robbers were. He refused. She then walked to the ferry and asked the captain to let her ride free. He also refused. She walked through the forest and was killed by the robbers. Rank the parents, daughter, boyfriend, and captain from 1-4 according to responsibility for the tragedy, 4 being the most responsible and 1 being the least responsible.

II. There is a wagon train about to go through a valley in Virginia. There are fifty people in the train. One of them is a woman with a small baby. A scout sent ahead returns and informs the train that there are Indians on both sides of the pass ahead. They decide to sneak through at night and hope the Indians don't hear them.

That night, as they are going through, the baby starts to cry. The mother must make the choice of whether to put a cloth over its head and smother it, or to let cry. She let it cry. All in the wagon train were killed.

Five days later another wagon train came along under similar circumstances. On this train there was also a mother with a small infant. She smothered the baby when it cried. The wagon train got through the pass unharmed.

Rank the two women *one* or *two* in terms of strength.

III. During English class Mr. Johnson, the teacher, left the room. Joe and Tom, students, got into a bad fight over a book. Bob heard Joe tell Tom he would "jack him" if the book was not returned at once. Joe then pushed Tom over a table. A knife dropped out Tom's pocket. Tom quickly picked it up, but not before Bob saw the knife.

The teacher entered the room and asked what all the fuss was about. No one answered. The teacher asked Bob what the trouble was, but Bob did not answer. Then the teacher left the room again. Tom pulled his knife out and cut Joe. Before anyone could stop the bleeding, Joe died.

THERE ARE FOUR CHARACTERS IN THIS STORY: Bob, Tom, Joe and the teacher. Rank the characters in the order of responsibility for Joe's death, 4 being the most responsible and 1 being the least responsible.

IV. During physical education class, Helen asked the teacher if she could be excused to go to the washroom. The teacher consented and Helen went to the locker room. As she passed a row of lockers, she saw one open and noticed a purse on the shelf. She opened the purse and took a five-dollar bill from the billfold before returning the purse to the locker. She was observed by Betty, who had come to class late and was just finishing dressing for class. .

As Helen returned to class, Betty approached her and told her that she had seen Helen take some money out of the purse and was going to report her unless she split the money with her. Helen told her that she would talk to her after school about it.

Class was soon dismissed and the girls returned to the locker room to change for the next class period. Sally checked her purse as she was on her way out and missed the $5.00 she planned to use for a birthday present for her brother. She went to the physical education teacher's office and reported the loss. The teacher, in a hurry to get a cup of coffee between classes, responded "To bad, Sally. Lock your locker next time," and hurried on.

Following the next class period Betty waited for Helen as she came out of her science class and told her that the price for "keeping quiet" had just gone up to $3.00 and that she would be waiting for her by the locker room door after school. Helen thought her problem over and decided to go to Sally during lunch, return the $5.00, and tell her that she was sorry. She found Sally, called her aside, and explained that it was a "spur of the moment" decision, that she realized she was wrong, and that she was willing to face the consequences. Sally delighted to have her $5.00 back, responded, "Forget it. I can understand. I'm happy to have the money back, as I was supposed to get my brother's birthday present after school. As far as I'm concerned, it never happened."

THERE ARE FOUR MAIN CHARACTERS IN THIS STORY: Helen, Betty, Sally, and the teacher. Think through this story and the roles that each person played and rank the characters according to how you liked them, 4 being the best, 1 being the least.

NOTE TO LEADER:

In the previous story, you may wish to have participants list, in addition to their rank ordering, the value term or terms that they perceive the character as exhibiting; e.g., honesty, forgiving, etc.

V. Fred attends a large high school of about two thousand students. He is a senior and an excellent football player. He has few problems, average grades, and high hopes for going to college.

Fred's best friend is Bob. Bob, who also has high hopes for going to college, is also a good football player.

Fred saw Bob coming from the office of Mrs. Jones, who is the senior guidance counselor. He asked Bob why he had been to see Mrs. Jones. Bob explained that he was making sure that at the year's end he would graduate, and have enough units to enter college. Fred replied maybe he should do the same, and went into Mrs. Jones' office.

Because it was the beginning of school and Mrs. Jones had many things to do, she told Fred to see her later. Fred then went to his coach to seek the same information. The coach told Fred that a student like him did not have to worry. "Just keep running that football," he said.

About four days later Fred went to see Mrs. Jones again, with no luck. He went a third time during the next week, only for Mrs. Jones to say, "You football players think the entire school should stop for you. You'll just have to come back."

Bob told Fred, after hearing his story to forget Mrs. Jones and talk with the coach. As Fred went into his office, the coach said, "Boy you sure looked good last night. Keep that up and we'll be champs."

The year passed and seniors were checked for graduation. It was noted that Fred ~~could~~ not graduate because he needed an additional 1/2 unit. Everyone had something to say:

Mrs. Jones: "I told that boy every time I saw him to come in and let me go over his program."
The Coach: "It's O.K. to be good in football, but you have to study."
Bod: "Fred, you should have seen Mrs. Jones like I said."

THERE ARE FOUR CHARACTERS IN THIS STORY: Fred, Bob, Mrs. Jones, and the coach. List the characters in the order of responsibility for Fred not having his 1/2 credit, 4 being the most responsible and 1 being the least responsible.

Group Tally Sheet (for Value Stories)

I. Indicate the number of times each was ranked 1, 2, 3, or 4.

	1	2	3	4
Parents	____	____	____	____
Daughter	____	____	____	____
Boyfriend	____	____	____	____
Captain	____	____	____	____

II. Indicate the number of times each woman was identified as strongest.

First woman________

Second woman______

III. Indicate the number of times each was ranked 1, 2, 3, or 4.

	1	2	3	4
Bob	____	____	____	____
Tom	____	____	____	____
Joe	____	____	____	____
Teacher	____	____	____	____

IV. Indicate the number of times each was ranked 1, 2, 3, or 4.

	1	2	3	4
Helen	____	____	____	____
Betty	____	____	____	____
Sally	____	____	____	____
Teacher	____	____	____	____

V. Indicate the number of times each was ranked 1, 2, 3, or 4.

	1	2	3	4
Fred	____	____	____	____
Bob	____	____	____	____
Mrs. Jones	____	____	____	____
Coach	____	____	____	____

What do I Value in Life? (worksheet #5)

DIRECTIONS:

1. Read through the entire list. This is not a semantics exercise, so feel free to cross out the descriptive words in parentheses that have no meaning to you. Insert others if you wish.
2. Circle each item's level of importance to you.
3. After completing item 2 above, pick out and list in the spaces provided the five items that are most important to you, and the five items that are least important to you.

ACHIEVEMENT (accomplishment; results brought about by resolve, persistence, or endeavor)

Not very important Important Very important

AESTHETIC (the appreciation and enjoyment of beauty for beauty's sake, in the arts and in nature)

Not very important Important Very important

ALTRUISM (regard for or devotion to the interest of others; service to others)

Not very important Important Very important

AUTONOMY (the ability to be a self-determining individual; personal freedom, making own choices)

Not very important Important Very important

CREATIVE (the creating of new ideas and designs; being innovative)

Not very important Important Very important

EMOTIONAL WELL-BEING (peace of mind, inner security; ability to recognize and handle inner conflicts)

Not very important Important Very important

HEALTH (the condition of being sound in body)

Not very important Important Very important

HONESTY (being frank and genuinely yourself with everyone)

Not very important Important Very important

JUSTICE (treating others fairly or impartially; conforming to truth, fact or reason)

Not very important Important Very important

KNOWLEDGE (seeking truth, information, or principles for the satisfaction of curiosity)

Not very important Important Very important

LOVE (warmth, caring; unselfish devotion that freely accepts another in loyalty and seeks his good)

Not very important Important Very important

LOYALTY (maintaining allegiance to a person, group, or institution)

Not very important Important Very important

MORALITY (believing and keeping ethical standards; personal honor, integrity)

Not very important Important Very important

PHYSICAL APPEARANCE (concern for one's attractiveness; being neat, clean, well-groomed)

Not very important Important Very important

PLEASURE (satisfaction, gratification, fun, joy)

Not very important Important Very important

POWER (possession of control, authority, or influence over others)

Not very important Important Very important

RECOGNITION (being important, well-liked, accepted)

Not very important Important Very important

RELIGION (having a religious belief; being in relationship with God)

Not very important Important Very important

SKILL (being able to use one's knowledge effectively; being good at doing something important to me or to others)

Not very important Important Very important

WEALTH (having many possessions and plenty of money for the things I want)

Not very important Important Very important

WISDOM (having mature understanding, insight, good sense, and judgment)

Not very important Important Very important

List below your top five:	List below your bottom five:

Adpated from Motivation Advance Program, by Audrey Peterso
Combined Motivation Systems, Inc., Rosemont, Ill., 1971.

5 - STRENGTHS

Total time required: Approximately 1 1/2 hours

Materials needed:
"Strengths" reading sheet
"My Strenths" (worksheet #6)
"Strength Development Goal" (worksheet #7)
"Participant Evaluation Forms"
Group sizes: Large group; groups of 5-6

Purposes:

1. To assist participants to identify and asses their strengths.
2. To allow each participant to compare the strengths assessment of another person with his own assessment.
3. To encourage particpants to set specific goals for developing an identified strength.

Activity #1: Allow 20 minutes
- A. Participants are asked to read the "strengths" reading sheet.
- B. Participants will complete parts "A" and "B" of the "My Strengths" (worksheet #6)

Activity #2: Allow 45 minutes
- A. Participants will form groups of 5-6 persons for a simulation game. If possible, group members should know each other well. The leader will introduce the activity by giving the following instructions:
  1. The tallest person in your group is the king (queen) of a foreign country.
  2. The remaining members of your group are slaves who will be working for the king (queen) the rest of your lives.
  3. The king (queen) has just commanded that you each tell five (5) strengths of the person to your right so that job assignments may be made.
  4. The shortest person in your group will then ask the king (queen) for assistance by identifying five (5) strengths of the king (queen).
- B. Each participant will record on part "C" of the "My Strengths" worksheet the strengths identified during the simulation game. Participants will circle those strengths which were identified in both activities 1 and 2.

Activity #3: Allow 20 minutes
- A. Remaining in small groups, participants will complete the "Strength Development Goal." (worksheet #7) The leader should emphasize that the statement of the goal should include specific activities which will practice and develop the strength.

B. Participants will share in the small group the decisions made on the "Strength Development Goal."

Activity #4: Allow 5 minutes
Leader will distribute and collect "Participant Evaluation Sheets."

STRENGTHS

A strength is any skill, talent, ability, or personal trait that helps the individual express himself or function more effectively within his enviornment. Strengths are power--power to act in a variety of areas: physical, intellectual, creative, emotional, and vocational.

Heredity has some, and probably negligible, influence on personal strengths as here defined. The actualization or full development of the strength is profoundly dependent upon enviornmental forces.

Interaction with significant others (social environment) is the first and most important environmental factor influencing strength development. This social interaction shapes the person's self-concept. Parental attitudes of love and attention are the first affirmation of the child's worth.

Exposure to "strength situations" is the second most critical environmental factor. The child with an innate artistic ability for sculpture, for example, cannot develop or even recognize this strength if he never learns that there is such a thing as sculpture, or if he never tries his hand at it. The social/psychological situation can suppress a strength into latency, or it can call forth a strength into potency.

Society's evaluation of the particular strength is the third critical environmental factor. A child will not work to develop a strength or to actualize a potential unless he feels that it is important or desirable to do so. The process is social value internalization. What is at one time an external pressure or cue--what others say and think--becomes internalized as a desire--what I think, and I want to become.

All individuals have strengths, many of which are presently unidentified [illegible] unused. If one can assist an individual in: (1) identifying present strengths and strength potentials; (2) further development of these strengths; and (3) restructuring "weaknesses" into strengths, he can enable the person to enhance his own freedom to choose the self he will become.

Adapted from the Motivation Advance Program, Audrey Peterson, Motivation Education Systems, Inc., Rosemont, Ill., 1971

My Strengths (worksheet #6)

A. List ten of your strengths--physical, intellectual, emotional, creative, vocational, etc.

____

____

____

____

____

____

____

____

____

____

B. Place a checkmark in front of the five which you consider to be your strongest and most desirable strengths.

C. List the five strengths identified for you by the small group member.

____

____

____

____

____

Strength Development Goal (worksheet #7)

Strengths, like skills, can be maximized through practice. Examine your "My Strengths" sheet. Choose one strength that has, in the past or present, helped you to achieve success. Set a goal for the coming week using this strength constructively.

1. The strength involved:

2. My goal (specific activity(s) to practice or develop your strength)

3. This goal is (check off)

_____believable

_____achievable

_____desirable

_____growth facilitating

4. Approximate time to accomplish goal:

6 - SUCCESS = SELF-ESTEEM

Total time required: Approximately 1 1/2 hours

Materials needed:
Chalkboard and chalk
"Success Analysis Sheet" (worksheet #8)
"I'm Proud" (worksheet #9)
"Participant Evaluation Forms"
Group sizes: Large group, diads, groups of 8-10 and 4-6.

Purposes:

1. To give participants practice in analyzing success in terms of satisfaction of needs.
2. To help participants talk about their accomplishments with others.
3. To develop the self-esteem of participants by having their achievements recognized by others.

Activity #1: Allow 5 minutes
Leader asks participants to recall Lasswell's eight basic needs identified in session two. As particpants call out categories the leader writes them on chalkboard.

Activity #2: Allow 20 minutes
Leader asks participants to recall successful and satisfying experiences throughout life--childhood, school, careers, etc. Participants will complete the "Success Analysis Sheet" (worksheet #8)

Activity #3: Allow 40 minutes
Participants will form diads and will spend ten minutes each sharing responses on the "Success Analysis Sheet." After twenty minutes the leader will ask diads to form groups of 8-10 persons. Each participant will recap for two minutes his partner's accomplishments.

Activity #4: Allow 20 minutes
Participants will form groups of 4-6 persons. Participants will complete the "I'm Proud" sheet and will share their responses with the group.

Activity #5: Evaluation
Leader will distribute and collect "Participant Evaluation Forms."

Success Analysis Sheet (worksheet #8)

Successes	Basic Needs Met
Early Childhood 1. 2.	
School 1. 2.	
Career 1. 2.	
Other 1. 2.	
Most Successful Experience	
One Success During Past Week	
A successful teaching endeavor	

A successful experience for me involves: ______________________________

____

I'm Proud (worksheet #9)

Our culture does not encourage individuals to share with others their feelings of pride over deeds undertaken and successfully completed. The following activity is designed to help you feel more comfortable in talking about your accomplishments. Please share your completed statements with your small group.

1. The skill that I am most proud of is . . .

2. The time I was of most help to someone was . . .

3. The best classroom project I ever tried was . . .

4. (Compose your own) . . .

7 - GOAL-SETTING

Total time required: Approximately 1 1/2 hours

Materials needed:
"Goal Planning" (worksheet #10)
Scratch paper
"Guidelines for Goal-Setting"
"Goals" (worksheet #11)
Groups sizes: Large group; groups of 4-5 persons

Purposes:

1. To assist participants to develop a systematic process for setting goals.

2. To assist participants in stating goals in realistic terms.

3. To encourage participants to identify a personal need and plan a specific goal to meet the need.

4. To encourage particpants to identify a need of their students and plan a specific goal to meet the need.

Activity #1: Allow 45 minutes
A. The leader will distribute to all participants the "Goal Planning" (worksheet #10) to be completed individually in the large group.
B. Participants will form small groups of 4-5 persons to "share" (at their option) the responses on worksheet #10.
C. Each participant will share a specific successful accomplishment related to two of items 1, 2, or 3 on the worksheet.

Activity #2: Allow 40 minutes
A. Participants, remaining in small groups, will write on the scratch paper two goals to be accomplished during the coming week. One goal will be associated with personal development and one goal will be associated with professional development.
B. The leader will distribute "Guidelines for Goal-Setting" to each participant. With the assistance of the small group,participants will rewrite their goals to meet the criteria listed on the guidelines sheet. Participants will complete the "Goals" (worksheet #11). The leader, with participants, should schedule a follow-up activity within ten days of this session for reports on goal achievement.

Activity #3: Allow 5 minutes
The leader will distribute and collect the "Participant Evaluation Forms".

Guidelines for Goal-Setting

Once a person has decided where he is, who he is, and where he wants to go, he has identified what success means to him. Learning how to establish goals is basic to success. A goal must be:

CONCEIVABLE

You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two should be.

BELIEVABLE

In addition to being consistent with your personal value system, you must *believe* you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few poeple can believe a goal that they have never seen achieved by someone else. This has serious implications for goal setting in culturally deprived areas.

ACHIEVABLE

The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese forty-five-year-old man, it would be foolish for you to set the goal of running the four-minute mile in the next six months: That simply would not be achievable.

CONTROLLABLE

If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved; or, the goal may be stated as an invitation. For example, if one's goal were to take his girl to a movie on Saturday night, the goal would not be acceptable as stated because it involves the possibility that she might turn him down. However, if he said his goal were merely to invite the girl to the movie, it would be acceptable.

MEASURABLE

Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal were to earn some extra money. You would specify your goal by say, "I am going to earn $100.00 during the next three afternoons. The goal could thereby be measured. You will know whether or not you have achieved it.

DESIRABLE

Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do. In other words, there should be a balance in life, but the "want" factor in our program is vital to changing one's style of living.

GROWTH-FACILITATING

Your goal should never be destructive to yourself, to others, or to society. A student recently set a goal to break off fourteen car antennas before 9:00 a.m. the next morning. The goal was certainly believable, achievable, measurable, and so forth. Obviously the group cannot support such a goal. If a member is seeking potentially destructive goals, the group should make an effort to encourage him to reconsider.

*Adpated from CHOOSE SUCCESS: HOW TO SET AND ACHIEVE ALL YOUR GOALS, by Dr. Billy B. Sharp with Claire Cox, New York: Hawthorne Books, 1970.

Goal Planning (worksheet #10)

1. Write a definition of "success" for you: (Success Analysis Sheet, session 6)

______

______

______

2. Write a definition of what you think your principal considers "success" for you:

______

______

______

3. Write a definition of what you think your students consider "success" for you:

______

______

______

4. Identify two personal needs which you would like to meet during the coming week:

______

______

______

5. Identify two needs of your students (cognitive or affective) which you would like to meet during the coming week:

______

______

______

Goals (worksheet #11)

Success breeds success. The achievement of one goal usually leads to the achievement of other goals. After considering past successes and present needs, write one personal and one professional teaching goal to be completed during the coming week.

I. My personal goal:______________________________

____

____

____

Needs met:______________________________

____

II. My professional teaching goal______________________________

____

____

____

Needs met:______________________________

____

This goal is (check off)

_____conceivable

_____believable

_____achievable

_____controllable

_____measurable

_____desirable

_____growth-facilitating

This goal is (check off)

8 - OVERCOMING

Total time required: Approximately 1 1/2 hours

Materials needed:
- "Nine Dot Puzzle" sheets
- A clock or watch
- Chalkboard and chalk
- "Reaction Inventories"
- "Problem Solving Plan" (worksheet #12)
- Group Discussion Guide
- "Participant Evaluation Sheets"

Group sizes: Large group, groups of 4

Purposes:

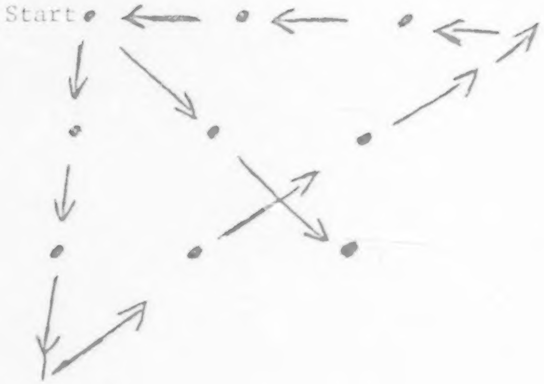
1. To help participants identify individual patterns in their problem solving behavior.
2. To develop the self-confidence of participants by increasing the realization that all people experience barriers to their goals.
3. To encourage participants to rationally examine a present problem and plan a strategy for solving it.

Activity #1: Allow 25 minutes

A. The leader distributes the "Nine Dot Problem" sheets to all participants. The leader introduces the activity by saying: "Only one out of a thousand can solve the problem that I am going to give you. You may be the one out of a thousand. You are to join all nine dots with straight lines without taking your pencil from the paper. You have two chances. Take all the time you need."

(Solution:)

The first line is drawn down vertically through the left-hand row of dots, continuing down to another imaginary dot. Follow the dots diagonally up to the upper right corner, again continuing on to another imaginary dot. Move left across the top row of dots. Move diagonally down to the lower right corner



B. The leader will call "time" after 10 minutes (call "time" sooner if interest laggs or the level of frustration becomes uncomfortable)

C. Participants who think they have the answer will demonstrate their conclusions on the blackboard. The leader will demonstrate the accompanying solution if it isn't given.

D. The leader initiates group discussion with the following:
   1. How did you feel at the beginning of the exercize? Would you have felt differently with a 50/50 chance of success?
   2. Examine the approaches you used to solve this problem. What principles controlled what you tried?

Activity #2: Allow 25 minutes

A. The leader will distribute the "Reaction Inventories" to each participant, reading aloud the accompanying instructions.

B. The leader will briefly explain the terms:
Submissive--yielding, obedient, humble, accepting, surrendering
Aggressive--vigorously active, making the first attack, provoking
Compromise-- makea settlement by mutual aggreement.

C. Participants will score their inventories.
Each "A" response is submissive.
Each "B" response is aggresive.
Each "C" response is compromise.

D. Participants will form groups of four to discuss the following:
   1. Do I have a consistant response pattern to problem situations?
   2. Are any of the three responses "better" or "worse" to habitually use?
   3. Are our responses cause for barriers to success?

Activity #3: Allow 15 minutes

The leader will distribute the "Group Discussion Guide" to each participant. Remaining in groups of four, each participant will share an experience in which he successfully overcame an obsticle or problem, using the discussion guide to analyze his strategy.

Activity #4: Allow 20 minutes

Remaining in groups of four, participants will complete the "Problem Solving Plan" (worksheet #12) and will share with the group his planned strategy.

Activity #5: Allow 5 minutes

The leader will distribute and collect the "Participant Evaluation Sheets."

Nine Dot Puzzle

Reaction Inventory

The following situations have three responses. Please circle the letter of the response which is closest to how you would respond to the situation. Mark your answers quickly and move to the next situation.

1. If a salesgirl refuses to give me a refund on a purchase because I've lost the sales slip:

   A. I tell her, "I'm sorry--I shouldhave been more careful," and leave without the refund.
   B. I tell her, "You're the only store in town that handles this brand of merchandise. I demand a refund, or I'll never shop here again."
   C. I say, "Look, if I can't have a refund, can I exchange it for something else?"

2. If I had irritated a professor by questioning his answers to a test and he retaliated by giving me a "D" on my exam:

   A. I wouldn't say anything; I would realize why it happened and be quieter in my next class.
   B. I would tell him he was dead wrong and that he couldn't get away with being so unfair.
   C. I would try to talk to him and see what could be done about it.

3. If I worked as a TV repairman and my boss ordered me to overcharge customers, I would:

   A. Go along with him; it's his business.
   B. Tell him he's a crook and that I won't go along with his dishonesty.
   C. Tell him he can overcharge on his calls, but I'm charging honestly on mine.

4. If I gave up my seat on the bus to an older woman with packages, but some teenager beat her to it.

   A. I would try to find the woman another seat.
   B. I would argue with the teenager until he moved.
   C. I would ignore it.

5. If I had been waiting in line at the supermarket for twenty minutes and then some woman rushed in front of me, saying, "Thank you--I'm in such a hurry!"

   A. I would smile and let her in.
   B. I would say, "Look--what do you think you're doing? Wait your turn!"
   C. I would let her in, assuming she had a good reason for being in such a hurry.

6. If a friend was to meet me on a street corner at 7:00 one night, and at 8:00 he still wasn't there, I would:

   A. Wait another thirty minutes.
   B. Be furious at his thoughtlessness and leave.
   C. Try to telephone him, thinking, "Boy, he'd better have a good excuse!"

Group Discussion Guide

I. Describe the problem

  A. Describe your goal

  B. Identify the single most important value in achieving the goal.

  C. Describe the barrier to the goal.

  D. Identify the single most important value within this barrier.

II. Based upon value priorities, what did you do?

  A. What alternatives did you consider?

  B. What strengths did you use?

Problem Solving Plan (worksheet #12)

1. Describe a specific circumstance you want to manage:

2. What is the single most important value to you within this goal?

3. What is the specific barrier that is in opposition to this goal?

4. What is the single most important value within this barrier?

5. What is the relative importance of the value in the goal and the value of the barrier?

6. List the strengths you posses that will help you achieve the goal:

7. Identify at least two stragegies you might use to achieve your goal:

   a.

   b.

8. What is likely to happen if you use:

   a. Alternative "a"

   b. Alternative "b"

9. Which alternative do you plan to use?

Participant Evaluation Form

Date:______________

Assignment:
Teacher of K-3__________
Teacher of 3-6__________

1. This activity met my personal or professional needs:

____________	__________	______
Extremely well	Fairly well	Poorly

2. The manner in which this activity was organized and carried on was:

________	_______	____
Excellent	Average	Poor

3. The materials given to participants were:

________	_______	____
Excellent	Average	Poor

4. The quality of my teaching will improve as a result of this activity:

____________	________	____
Definately yes	Possibly	No

5. The subject of this activity was covered:

________	__________	______
Very well	Adequately	Poorly

6. The length of the particpation activities was:

___________	________	_________
Appropriate	Too long	Too short

I feel a need for a follow-up activity in this area:

___	__
Yes	No

Please add additional comments (such as weaknesses, strengths, suggestions for other activities, etc.)

2 OF 3

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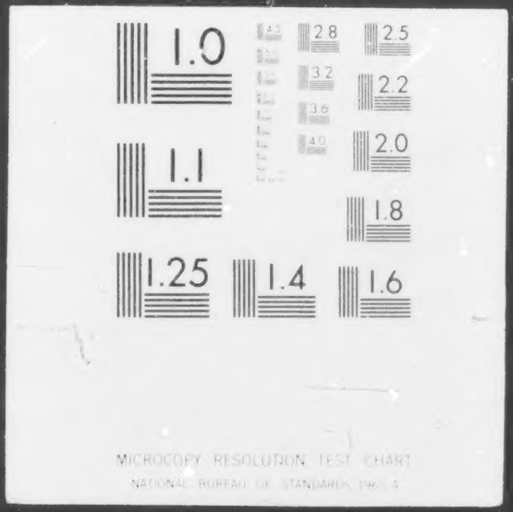
1.0
4.5
2.8
2.5
3.2
2.2
3.6
4.0
2.0
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1.8
1.25
1.4
1.6
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

LABORATORY LEARNING
THE GROUP AS A SETTING FOR LEARNING

One major social institution that concerns educators is, of course, education. The effects that will be produced by alternative procedures and conditions in the learning situation must be considered by education.

If learning situations determine the way in which an individual behaves, then it would be of interest to determine how he learned to behave as he does. There are, in general, two types of learning situations, classical and trial-and-error. Classical learning is primarily the acquisition of knowledge. In the classroom setting, the teacher lectures or demonstrates, the students listen and practice and take a test, and the teacher evaluates the work of students. Trial-and-error learning is primarily used in learning how to behave. People learn to behave in certain ways through a system of reward and punishment and according to the situation in which they are operating. Unless there is a systematic approach to trial-and-error learning, a person may become easily frustrated and either become hostile or avoid the problem or dilemma.

Another learning situation which could be created is called the laboratory method of learning. This version combines the classical type of learning situation for instruction with the trial-and-error or dilemma-invention-feedback-generalization model for the development of interpersonal relations.

Research says that the most efficient way to learn is through active involvement. It would seem to follow that to learn about interactions with people, active participation in interaction--with the opportunity to be aware of one's own participation and consequences of one's behavior--is necessary. People usually react to a dilemma or problem on the basis of habit or with behaviors which have become characteristic of them. Everything is fine if the behavior is successful in dealing with the problem. Some people, however, continue to use the same habitual response whether it is successful or not. One might say that the behavior is frozen. Frozen, habit-based behavior usually takes the form of "fight" or "flight." Either one exhibits behavior which is hostile, aggressive, or resistant to the problem (characteristics of "fight") or exhibits the "flight" characteristic of avoidance of the problem--ignoring it or running away from it. Neither behavior solves problems. Therefore, the problem or dilemma becomes the source of learning--a learning situation.

Invention is an alternative to fight or flight. It is actually one of several alternatives for in invention, one arrives at (invents) alternative ways of dealing with a problem. An individual continues inventing ways of dealing with a problem until success is met.

Feedback occurs after a particular invention is applied to the dilemma. Feedback is information given back to the inventor so he may determine whether the invention is successful. Feedback can be either positive or negative. If the feedback is negative, a new invention needs to be tried; but, if the feedback is positive, one can proceed to the generalization stage. After having learned to solve a particular problem in a particular way, one can then generalize the results to other similar situations. As this new behavior is practiced, it soon becomes integrated into the individuals's behavior pattern. Miles uses a graphic form to illustrate this learning pattern. (Table II) (7)

The laboratory method thus provides many elements that characterize good learning. The following have particular significance:

- Learning takes place as the needs of an individual are met.
- Learning is an active expression rather than a passive absorption.
- Learning should build and strengthen attributes the learner must have to be an accepted member of his society.
- In a modern democratic society, the emotionally healthy learner seeks more, and should seek more, for the acceptance of his peers than for the acceptance of the teacher--with the exception of preschool, kindergarten, and possibly early primary-grade children. In fact, teacher approval of learner often tends to weaken peer approval. Peer approval is generally much more potent as a motivating need than is teacher approval.

A supportive group situation promotes learning by helping the individual observe himself in relationship to others.

"If a learner has learned how to grow and learn, how to take an experimental approach to the problems of group life he encounters, then he will grow and learn on the job."

A laboratory learning experience can be developed through the following steps:

- Identify and state the problem or dilemma.
  - Who decided something should be done and why?
  - What definitions or statements of the problems are already available?
  - What is the problem?
- Assess the conditions existing.
  - Where are we in terms of solutions?
  - What is my role as I and others see it?
  - What activities have occurred already?
  - Where are the learners as related to the problem?
  - Has research and other information been examined?
  - What information is needed?
- Specify goals and objectives.
  - What cognitive or affective learning behavior do I expect?
- Select tasks.
  - What questions or task statements or activities, when sequenced, will render group and individual learning and consequent action leading to solutions?
- Outline management tasks.
  - What manpower, material and environmental requirements are there for planning and implementation?
  - What is the time for planning and implementation?
  - What costs are involved?
- Outline implementation.
  - What constraints are involved?
  - How and to whom is communication to be expedited?
  - What considerations are involved (involvement of people, approval and commitment, responsibility assignments)?
  - What steps are needed to provide the appropriate climate (room arrangement, formality level)?

Adapted from the Handbook on Group Dynamics, Division of Drug Education, Texas Education Agency, 1971.

Suggestions for Laboratory Teacher Training

Laboratory training experiences for small groups, planned and conducted by teachers (with direction from the steering committee), will follow the self-awareness and planning sessions. The purpose of these training sessions is to provide teachers with a setting for practicing and evaluating new techniques and teaching strategies. The rationale for the laboratory training is to provide teachers with:

1. involvement in designing the learning situation
2. action involvement in the learning situation
3. encouragement for constructive change through group reinforcement

The training experiences, using group involvement techniques (suggestions attached) will incorporate topic suggestions from group members into the following general framework:

1. Teachers will plan and conduct in role-play situations at least one classroom activity designed to develop the following topics covered in the self-awareness sessions.
    a. "sharing" skills-session 1
    b. needs awareness-session 2
    c. values-session 3
    d. strengths awareness-session 4
    e. success awareness-session 5
    f. goal setting-session 6
    g. problem solving-session 7
2. Teachers will plan and conduct an activity designed to develop decision-making skills of students.
3. Teachers will study the theory of positive reinforcement and will practice appropriate responses for various situations.
4. Teachers will identify and practice techniques for extinguishing disruptive classroom behavior.
5. Teachers will study, simulate, and evaluate the three classroom leadership styles - democratic, authoritarian, and laisse - faire.
6. Teachers will develop and practice questioning strategies calling for interpretation, application, analysis, and synthesis.
7. Teachers will analyze and evaluate their communication skills, particularly listening for feelings and non-verbal communication.
8. Teachers will plan and practice classroom activities using such teaching resources as those available from the Education Service Center.

Work Sheet for Planning Laboratory Learning Activities

Skill to be Developed	Description of Activity	Length of Time	Materials Needed	Means of Assessing Success

Laboratory Learning Evaluation Form

1. This experience has improved my classroom skills.

Yes _____|_____|_____|_____| No

2. This activity was well organized and executed.

Yes _____|_____|_____|_____| No

3. The subject of this activity was covered well.

Yes _____|_____|_____|_____| No

4. The resources given to me for this activity were helpful and appropriate.

Yes _____|_____|_____|_____| No

5. I feel a need for a follow-up to this activity.

Yes _____|_____|_____|_____| No

6. I would like to help plan and conduct a laboratory learning experience.

_____ Yes _____ No

7. This activity could have been improved by: ______________________________

____

____

Participant Involvement Activities
(for planning teacher laboratory training)

Bombardment is a group technique used to recall previously discussed information or to summarize information. The leader identifies what information is to be recalled. For a full minute (more or less) every participant states everything he can recall about the subject.

Brainstorming is a group technique to generate as many ideas from as many people as possible. The leader identifies what data is being sought and establishes a time limit for the activity. A recorder lists all ideas as they are given. Ground rules are:

1. all ideas are welcomed
2. as many ideas as possible are sought
3. participants may enlarge upon ideas of others
4. no criticism of ideas is permitted

Buzz Sessions are group activities best used for group discussions of controversial questions. The question is posed and individuals in groups (6-8 persons) advance their views for or against. Later, a representative of each group presents the views of his group to the large group.

Case Studies are designed to allow participants to practice a newly developed skill by analyzing real or true-to-life situation.

Critical Incident is a self-awareness exercize in which participants react to descriptions of dramatic or controversial incidents, thereby learning about their own values or needs.

Fantasy (future or present) is an activity in which participants imagine themselves in extremely unnatural situations--on other planets, as animals, as babies, etc. Following the exercise participants analyze the feelings and ideas they experienced.

Fishbowling is a group activity designed to sharpen listening and speaking skills. A small group of people is seated in a circle in the center of the room to discuss a topic. Other participants sit outside the circle to critically listen to the dialogue in the circle. Only particpants in the circle may speak. Observers who disagree with a circle member's comment must replace him in the circle to speak.

Mirroring is an activity involving two participants designed to develop sensativity to the thoughts and feelings of others. One participant communicates a message to another non-verbally for a disignated length of time. The other attempts to interpret the message verbally.

Reflective Listening is another activity designed to develop sensativity to the thoughts and feelings of others. Participants are grouped in "triads" with one person as "A", one as "B", and one as "C". "A" makes a statement and "B" reflects statment. "C" observes the interchange and reports on the accuracy of "B's" reflection.

Role Playing is an activity designed to develop an individual's awareness of the thoughts and feelings of others. A participant is assigned to act the part of another person--feeling and behaving as the character would act in a given situation.

Sculpturing is a non-verbal activity designed to develop awareness of non-verbal communication. A group member physically "places" other members of his group (silent actors) into positions depicting his unverbalized emotions, etc. Each participant "holds" his position for thirty seconds. Then each person in the group guesses what emotion he was depicting and how he felt while doing it.

Skit is a rehearsed dramatization. It is a means of affecting attitude as well as an imparter of information.

Simulation Games are exercise designed to let participants experience a situation outside their real setting. An artificial setting for the game action is arranged and goals for the participants are stated. Participants, following game rules, often role play, bargain, and compete to achieve the game goals.

Sociadrama is an unrehearsed dramatization. It is a means of affecting attitude as well as an imparter of information.

Self-Concept

A child can be said to have a healthy self-concept when:

1. He likes himself, his family and his people.
2. He believes what he thinks, says, and does makes a difference.
3. He believes he can be successful.
4. He believes he can solve a variety of problems.
5. He has a realistic estimate of his own abilities and limitations.
6. He expresses feelings of pleasure and enjoyment.

Adapted from Parents Manual for Toy Lending Library, Far West Laboratory for Educational Research and Development, 1971.

BUILDING SELF-ESTEEM IN STUDENTS

William Watson Purkey
and
Martha Zwerner Creese

College of Education, University of Florida

During the summer of 1968, a survey was conducted of the practical experiences of sixty classroom teachers. They were asked to list specific actions which they have taken to build self-esteem in their students. From the results of the survey, and from our own experiences, we distilled two score suggestions and divided them into four categories: (1) warmth, (2) respect, (3) success, and (4) control. These suggestions may give the reader some valuable tips on how to build self-esteem in students. Our choice on how we conduct our classes are not only important for our students, but are important for ourselves. As Sartre notes, "we are our choice."

WARMTH

Do I learn the name of each student as soon as possible and pronounce it correctly and do I use that name often?

Whenever possible, do I welcome each student individually at the beginning of class?

Do I share my feelings with my students? (laughter, anger, excitement, enthusiasm, etc.)

Do I say goodby to as many students as possible at the close of class?

Do I notice and comment favorably on the things that are important to students? (New clothes, hairdo, etc.)

Do I seek out students for special activities? (for example, having lunch, running projector, dusting erasers.)

Do I spread my attention around and include each student?

Do I take special note of my students' birthdays?

Do I keep a special watch for the student who may need special attention?

Do I practice courtesy with my students?

Do I arrange some time when I can talk quietly alone with each student?

Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

CONTROL

Do I make sure that I am adequately prepared for class?

Do I arrive in class before my students?

Do I make it through the day without punishing a student?

Do I make it through the day without hitting a student?

Do I teach in as exciting and interesting manner as possible?

Do I remember to see small discipline problems as understandable, and not as personal insults?

Do I give proper assignments: not too easy, too hard, too vague, too dull?

Do I avoid having "favorites" and "victims"?

Within my limits, is there room for students to be active and natural?

Do I have a clear idea of what is, and what is not, acceptable in my class?

Do my students have a clear idea of what is, and what is not, acceptable in my class?

When punishment is unavoidable, do I rely on denial of privileges, or isolation, rather than spanking?

The methods listed above are just a sample of the ways in which teachers can build self-esteem in pupils. They suggest ways in which the teacher's positive attitudes toward pupils may be put into practice. Together they represent a real challenge, and an opportunity for the teacher. To paraphrase Henry Adams, if the teacher builds self-esteem in his pupils, he effects eternity . . . . . he can never tell where his influence stops.

REFERENCE:

Purkey, William W. The Self and Academic Achievement Florida Educational Research and Development Council Research Bulletin, Volume 3, No. 1, Spring, 1967. 35 pp.

RESPECT

Do I permit students to challenge my opinions?

Do I allow students to help make the rules they follow?

Do I give students a voice in planning?

Do I learn the name of each student as soon as possible, and do I use that name often?

Do I show a special interest in any observations students make or problems they may have?

Did I talk with students, not just at them?

Do I give students the opportunity to demonstrate their talents or special interests?

Do I encourage students to try something new and to join in new activities?

Do I encourage each student to make contributions to the class, and am I generous in my reactions?

Do I practice real and honest courtesy with my students?

Do I avoid unfair competition in the classroom?

Do I insure that every child has a reasonable chance of success today?

SUCCESS

Do I have patience with my students?

Do I give students the opportunity to be trustworthy?

Do I delegate responsibility to students?

Do I take special opportunities to praise students for their successes?

Do I make generally positive comments on written work?

Do I give extra support and encouragement to slower working students?

Do I set tasks which are, and which appear to the student to be, within his abilities?

Do I recognize the successes of students in terms of what they did earlier?

Do I allow my students the opportunity to make mistakes without penalty?

Do I manufacture honest success experiences for the large majority of my students?

TEN INDICATIONS OF ADEQUATE SELF-ESTEEM

1. (A person) uses his own standards as guides for his conduct.

2. While making allowances to avoid hurting others, he does not become upset when others disagree with him.

3. When he fails, he makes no excuses and engages in no extended self-condemnation.

4. He treats others respectfully as equals, regardless of their social status.

5. He has no doubts of his ability to contribute to the welfare of others and attempts to do so.

6. He does not approach other people with the expectations that they will automatically reject him.

7. He is neither shy nor excessively self-conscious.

8. He does not reject praise that he clearly deserves.

9. He approaches himself on the assumption that he is worthy of being appreciated and respected.

10. He has enough confidence in himself to be able to face his limitations.

Shibutani, Tamotsu, Society and
Personality,
Prentice Hall, 1961 pp.444-45

DECISION MAKING

The process of effective decision making is to:

1. lay out the information
2. consider the alternatives
3. consider the implications
4. examine the needs and values of the individuals
5. and work out a course of action which is compatible with the goals of the individual.

In most real-life situation, decisions are made on prediction of outcome based on estimated probabilities.

- Decisions will be influenced by previous experiences.
- Decisions will be affected by the prospect of rewards or sanctions.
- Festinger demonstrated that the harder it is to make a decisions, the more an individual is likely to stay with it. However, in some very painful decisions, there is a tendency to regret decisions as soon as they are made; for example, divorce, hospitalization , adoptions.

- Decisions are related to value systems; if the permissible alternatives fall within the individual's interests, it will be easier to reach a decision than if they do not.

Adapted from Handbook On Group Dynamics, Division of Drug Education, Texas Education Agency, 1971.

POSITIVE REINFORCEMENT = SELF ESTEEM

Some behavioral scientists state that the average person is functioning at less than ten percent of his potential. If that is so, a person with a negative self-image certainly functions at much less than ten percent.

There are a number of reasons involved in the "whys" of this minimal use of an individual's potential. Some of the "whys" are known; some are in the category of theorized, possible answers; and still other reasons will perhaps never be fully understood.

One of the thoughts that lodges in the "possibility" category involves the influences of negativism in our comtemporary society. There is no question that "constructive criticism" has played, and will continue to play,a part in positive growth and learning of individuals and of institutions. However, we find ourselves at a time and place where negativism--"mocking" criticism, reporting of the weakness, etc.--are the rule rather than the exception. One might wonder how healthy this is for an individual and for a total society.

We are coming to realize that every child is born with unlimited potential to become and to achieve, but that as the child grows older his self-concept is often damaged by negative comments about his behavior from people who are meaningful to the child. The self-image resulting from negative feedback can lead to fear of failure and to non-action, thereby creating doubt within the child about his own competence.

Often, this doubt originates within the home as children begin to explore their environment. Parents tell them,"Don't touch that," or "Don't eat that," or "Don't say that." Many things the child has an urge to do are "no-no's." Children ask questions of their parents. The questions and the answers are important for the children. But they are told to go play or wait until later. They are forbidden to do this or that, on the basis that they're not capable of doing it right, or without injuring themselves. Parents induce a feeling of inferiority in the child. They tell friends, "Johnny doesn't talk much because he's shy." Johnny hears this and believes that he really is shy.

When a child enters school the negative feedback usually increases. Some teachers believe that only a small proportion of their students is going to be bright. The rest, they assure themselves, are going to be dull or just average. This is the tyranny of the bellshaped curve!

Even with good intentions, we create doubts in the minds of children about their capabilities. Questions like "How come you don't pay attention like Bill does?" do not motivate a child toward "I canness." Instead the child may begin to doubt his ability to pay attention. Because this statement tends to be destructive to a "capable" self-image; he may give up trying. What we need to do is to give the child affirmative feedback about his ability instead of raising doubts in his mind. We should be encouraging the child, e.g., "Come on, Billy, I know you can pay attention. I'll help, if you try."

If we are to help motivate others, *we must firmly believe that every person possesses unlimited potential*. The potential of two persons may be in different areas, but each has individual areas of unlimited potential. This potential can be tapped if specific attention is given to responding to each person in ways that build self-image.

The beginningsof "I canness" develop in a child through encouragement and support in a new experience. Realistic expectations on the part of parents and significant others,followed by action and resulting in a successful experience, move the activity or goal from "You can do it" to "I can do it." This becomes a reaffirmation of strengths on the basis of action and the successful accomplishment of the new experience.

If as a society we began to focus on meaningful productive goal-setting, involving an affirmative attitude about ourselves and about others, the ten percent usage of potential could expand to thirty or forty percent or more. This would involve development of the skills and the wherewithal to say: "This is what is important to me--I value this activity (or goal) and my behavior is an affirmation of what I believe is important." In addition, individually and collectively as a society, we must encourage and positively affirm others' successful attempts at clarifying and acting positively in activities and decisions based upon what is of value to them.

Adapted from the, Motivation Advance Program, Audrey Peterson Combined Motivation Education Systems, Inc., Rosemont, Ill., 1971.

REINFORCERS

As you have learned, a POSITIVE REINFORCER is any event or change in the environment which strengthens or increases the frequency of a behavior it follows. A PUNISHER, on the other hand, weakens or temporarily suppresses the frequency of a behavior it follows.

If you decide to manage the classroom behaviors of your students using (reinforcers) rather than punishers, it is important for you to have some idea of the variety of events you can use to strengthen the appropriate behavior of your students. We can think of reinforcers as falling into three categories: concrete, activity, and social. Concrete reinforcers are the most basic; these include physical objects and symbolic objects you can give directly to your students. Candy, money, and grades are examples of concrete reinforcers. Activity reinforcers, as the name implies, are those child activities which you can control in the classroom such as games, privileges, and field trips. Finally, social reinforcers are the interpersonal responses, both verbal and non-verbal, which you make in response to desired student behavior. Smiles and verbal praise are included in this category.

Remember that what is reinforcing to one student may not be, or may even be punishing, to another. You have to evaluate the effectiveness of any reinforcer you try by watching its effect on the pupil's behavior. In general, you can generate ideas about what is likely to be reinforcing to a pupil by (1) asking him what he likes (concrete), (2) watching what he does in free play situations (activity), and (3) observing his responses to you and other children's behavior (social). Finally, many reinforcers acquire their reinforcing value by being paired with other events which are previously reinforcing to a child.

Adapted from "Classroom Discipline" William Gnagey
The Teacher's Handbook, Scott Foresman and Co., Glenview, 1971, pp. 189-195.

EXTINGUISHING DISRUPTIVE BEHAVIOR

In the typical classroom, when a teacher attempts to control discipline problems using punishment the teacher is drawn around the room by inappropriate student behavior. The teacher attends to disruptive behavior, intending to punish and, hopefully, eliminate it. He attempts to punish disruption by comments like: "I've told you, stay in your seat.", "What are you doing?", "No talking, John.", etc. Unfortunately, when an observer in the class records the frequency of disruptive behaviors in such a class it is commonly noted that the number of disruptions increases with the frequency of these comments. Here the teacher's intended punishment actually increases the frequency or reinforces the disruptive behaviors.

For effective classroom control your goal should be to be drawn around the room by appropriate student responses. Since your attention serves as a positive reinforcer for most (not all) of your students, you will want to attend to them only when they are behaving appropriately. Most inappropriate behavior can and should be ignored. By ignoring disruptive behavior you are removing part of the reinforcement (teacher attention) which is probably maintaining it.

Important: When you withold your attention from disruptive students the frequency of their disruption will increase before it decreases. They will show more inappropriate responses, seeking the attention these responses used to earn. It is important that you know this will happen, for you may feel at first that your strategy is not working. Secondly, it is important that you are consistent in ignoring inappropriate behavior. If you previously attended to disruption four out of five times it occured and, upon deciding to ignore it, succeed in ignoring it completely the unwanted responses will extinguish (drop to a frequency of zero) because you have removed the reinforcement (your attention) that maintained them. However, if you are going along doing a good job ignoring most disruption when suddenly a student really "gets to you" and you attend to that response, you will probably increase the frequency of disruption above its previous level; the student has "learned" he needs to emit many more disruptions (or stronger ones) to get your attention. In summary, it is clear that for witholding reinforcement (attention) to work, you must be able to consistently ignore inappropriate student responses.

Sometimes behaviors occur which cannot continue. They need to be suppressed before you can continue teaching. In such cases you will need to punish these responses. Recall that even effective punishment only temporarily suppresses a response. Only by removing the reinforcer that maintains it can it be eliminated. Today we will learn acceptable techniques of social punishment and distinguish them from unacceptable ones. Punishing an inappropriate response is only half the battle. A new response must be learned in its place. Hence, you can see the importance of communicating to your students what you expect of them in a positively stated manner. Your attention and approval are earned by a student when he shows the appropriate expected behaviors you have communicated to him.

ACCEPTABLE TEACHER OR TEACHER AIDE RESPONSES

Reinforcers

A. Verbal--Any praise of work, effort or appropriate behavior which tells the student what he has done.

1. Your work is improving.
2. You did a fine job on that, (Name).
3. I'm pleased with your project.
4. I appreciate your help.
5. I feel great when you try like that.

B. Non-Verbal

1. Smiling, arms relaxed, hands open.
2. Touching arm or back of chair.
3. Physical nearness.
4. Eye-leval contact.
5. Head nod, wink.

Punishers

A. Verbal--Any statement which expresses your negative feelings about a specific inappropriate behavior and not the person or which points to the disruption the student's behavior is causing.

1. I feel upset when you disrupt the class.
2. It bugs me when you continually talk.
3. Your talking is disturbing Joan's work.
4. The class cannot concentrate when you behave that way.

B. Non-Verbal

1. Superior posture, looking down.
2. Arms on hips or folded.
3. Stern look, not mean or hateful.
4. Physically distant from student.

UNACCEPTABLE TEACHER RESPONSES

Reinforcers

A. Verbal--Any statement which evaluates the person rather than his behavior.

1. You are a good boy.

B. Non-Verbal--Any ambigious response which may have "extra meaning."

1. Touching an opposite sex high school student.
2. Double-meaning winks (possibly sarcastic).

Punishers

A. Verbal--Any statement which evaluates the person rather than his behavior. Any question-type response.

1. You're stupid.
2. Why are you doing that?
3. Why aren't you working?
4. Any yelling or raising of the voice?

B. Non-Verbal

1. Touching of any kind.

Adapted from "Classroom Discipline" William Gnagey
The Teacher's Handbook, Scott Foresman and Co., Glenview, 1971,
pp. 189-195.

CLASSROOM LEADERSHIP STYLES

Authoritarian	Democratic	Laissez-faire
All determination of policy by the leader.	All policies a matter of group discussion and decision, encouraged and assisted by the leader.	Complete freedom for group or individual decision, with a minimum of leader participation.
Techniques and activity steps dictated by the authority, one at a time, so that future steps are always uncertain to a large degree.	Activity perspective gained during discussion period. General steps to group goal sketched, and when technical advice is needed, the leader suggests two or more alternative procedures from which choice could be made.	Various materials supplied by the leader, who makes it clear that he would supply information when asked. He takes no other part in work discussion.
The leader usually dictates the particular work task and work companion of each member.	The members are free to work with whomever they chose, and the division of task is left up to the group.	Complete nonparticipation of the leader.
The dominator tends to be "personal" in his praise and criticism of the work of each member; remains aloof from active group participation except when demonstrating.	The leader is "objective" or "fact-minded" in his praise and criticism, and tries to be a regular group member in spirit without doing too much of the work.	Infrequent spontaneous comments on member activities unless questioned, and no attempt to appraise or regulate the course of events.

*Dorwin Cartwright and Alvin Zander (eds.), Group Dynamics: Research and Theory (Evanston, Ill.: Row, Peterson & Company, 1953), p.586. Reproduced by special permission of the publishers.

The autocratic style of leadership is the most efficient, but it engenders dissatisfaction and promotes "scapegoating." Gibb says, "The autocratic leader creates needs by bringing to the group fear, insecurity, and frustration by which the members were not originally stimulated and exploits regressive, primitive, and unconscious needs, instead of helping the group outgrow them". (2) Autocratic leadership has an advantage in an emergency situation where speed and efficiency are important.

The democratic style of leadership produces a freer expression of opinion and feelings and a maximum involvement of members, utilizes individual differences, releases creativity, and ordinarily results in more satisfying human relations.

The members in laissez-faire groups are free to do as they please. Work is inferior in both quantity and quality to that done in either the democratic or autocratic groups. Lack of guidance leads to disorganization, frustration, setbacks, discouragement, failure and outright aggression.

In summary, the effectiveness of any type of leadership is determined largely by its acceptability to the followers and their expectations of a leader. The nature of the tasks, the nature of the situation, and the nature of the personality content of the group will determine what style of leadership is favored over the other.

QUESTIONING STRATEGIES

A major tool used by teachers in the classroom is the question. Questioning has traditionally been used by teachers to evaluate pupil progress. It has seldom been used, however, as a tool by which a child may share his learning with his peers. Questioning can be used to create an atmosphere in the classroom where learning is "caught," not taught. As students develop the skill to translate learning and make realistic applications, they develop increased competence to "cope" with their complete environment.

Seven categories of questioning strategies have been identified. They include:

1. Memory questions:

A memory question is one which requires the student to recall or recognize information (facts, terminology, generalizations, theories, values, procedures, skills) accumulated from past experiences.

Identifying Characteristics:

1. Only recall or recognition is required.
2. Little and possibly no understanding is required.
3. Material or behavior required for the answer is very similar to that in the learning experience.

2. Translation questions:

A translation question requires a student to change information into a different symbolic form or language. A translation question describes an idea and instructs the student to express the idea in a different form of communication with substantially the same meaning

Identifying Characteristics:

1. The emphasis is on change in form.
2. The meaning remains substantially unchanged.

3. Interpretation questions:

An interpretation question requires the student to perceive relationships among given parts of a communication (facts, generalizations, definitions, values, or skills). The student makes use of the "inductive leap" to see the relationship that exists.

Types of Relationship:

1. Relationship of a value, skill, or definition to an example of its use. The student is given a value, skill, or definition and asked to identify or compose an example of its use.

2. Comparative relationship--the student determines whether ideas are identical, similar, different, unrelated, or contradictory.

3. Relationship of implication--an implication is an idea that follows inevitably from specified evidence. If the evidence is true, then the implication must be true. The thought process in finding an implication is deduction.

4. Relationship of an inductive generalization to supporting evidence. A student draws in inductive conclusion when he observes that many members of a class have a common characteristic and concludes that all members of the class must have the same characteristic.

5. Quantitative relationships. The student is asked to use statistical information to draw conclusions.

6. Cause and effect relationships.

4. Application questions:

Application questions are similar to interpretation questions in that students are to use ideas learned previously in problems new to the students. However, application goes one step further. In an interpretation question the student must show that he can use an idea when he is told specifically to do so. In an application question the student must show that he can use an idea when he is not told to do so but when the problem demands it. In other words, application calls for the transfer of training to new situations. He must select and use the appropriate facts, generalizations, values, and skills to solve the new problem.

Identifying Characteristics:

1. These questions deal with usable knowledge, and emphasis is on the use of information or skill.
2. Questions deal with the whole of ideas and skills rather than solely with the parts.
3. Application questions include a minimum of directions or instructions, because the questions are based on previous learning, and the student is expected to know what to do. The student must himself select what information is appropriate for use.

5. Analysis questions:

An analysis question requires a student to solve a problem in the light of conscious knowledge of the parts and forms of thinking. The student needs to identify the parts and the relationships among the parts of a communication to realize that rules of reasoning apply to the relationships identified, and to consciously determine whether the relationships among the parts satisfy the appropriate rules of reasoning.

Identifying Characteristics:

1. Student needs prior knowledge or rules of reasoning.

2. The appropriate rules of reasoning should not be specified or implied in the question.

3. It deals with both form and content of a communication.

4. Process begins with breaking a communication into constituent parts, explicit or implicit (Premises, assumptions, conclusions, etc.)

5. Process includes conscious selection and application of the appropriate rules of reasoning (induction, deduction, logical fallacies, semantics, etc.) to solve a problem.

6. Synthesis questions:

A synthesis question requires the student to combine parts of his past experience to create an original product (a unique communication, a plan, or abstract relationship). Great freedom is given students in deciding what is to be created and how it is to be created. A synthesis question never has one correct response. There are always many good answers which students may work out.

Identifying Characteristics:

1. Emphasis on creation of an original product.
2. Involves divergent thinking and many possible answers.

7. Evaluation questions:

An evaluation question asks students to make a value judgment of some product, communication, event or situation. The student must establish the standards appropriate to judging an idea or object and determine how closely the idea or object meets the standards. In the answer, the student gives the judgment and tells the considerations which led him to make the judgment.

Identifying Characteristics:

1. Emphasis on judgment.
2. Student must both set and apply standards or criteria.

Adapted from Questioning Strategies Workshop Materials, by
Bill Moreland, Richardson, Texas, 1970.

TITLE/DESCRIPTION	INTEREST LEVEL
ABOUT ME "About Me" is a workbook designed to help youngsters develop positive self-concept. The lessons begin with some simple techniques to build a supportive classroom enviornment and then moves to lessons in building a sense of self-idenity and developing self-concepts.	Upper Elem.
ABOUT ME Teacher's Guide to accompany the "About Me" self-concept program..	Upper Elem.
ALMOST EVERYONE DOES (film) This 14 minute color film is about the different ways people try to change the way they feel by taking medicines and drugs. It suggests alternatives to drug use--changing or using feelings.	Upper Elem.
BIG AND LITTLE (film) Big or little--it all depends on how you look at it. In this 9-minute film, we see the world as Bobby sees it. Bobby learns that being little has its advantages just as does being big.	Lower and Upper Elem.
A BOOK ABOUT ME (activity workbook, specimen set)	Lower Elem.
BUT IT ISN'T YOURS (filmstrip) This two-part filmstrip with accompanying cassettes dramatizes dilemmas involving borrowing and ownership.	Lower and Upper Elem.

TITLE/ DESCRIPTION	INTEREST LEVEL
DEVELOPING UNDERSTANDING OF SELF AND OTHERS DUSO kit (with records or cassettes) The DUSO activities focus upon helping children understand themselves and others and, toward this end, make extensive use of listening, inquiry and discussion approaches to learning. The variety of activities includes role playing, puppetry, group discussions, problem situations, supplementary reading suggestions, music and art. The materials in the kit include: teachers manual two story books posters records puppetry and role playing cards puppets	Lower Elem.
DIALECTS OF A DROP-OUT (film) This 9-minute wordless film is about a boy who drops out of society. The film is designed to stimulate class discussion about the stresses and frustrations of growing up.	Upper Elem.
DRUGS AND YOU (filmstrip set) This forceful sound/color filmstrip series dramatizes simply and clearly the dangers of misusing medicines and drugs, as well as their beneficial uses.	Lower and Upper Elem.
DRUGS AND DECISIONS: YOUR LIFE (filmstrips with cassettes) Viewers are invited to question reasons they might have for experimentation with drugs. More satisfying alternatives are suggested and students are stimulated to make their own decisions about drug use based on facts available to them. Titles are:	Upper Elem. I Won't Get Hooked Bad Medicine Who's In Control Follow The Leader

TITLE/DESCRIPTION	INTEREST LEVEL
DRUGS IN TODAY'S WORLD (filmstrips with cassettes) The psychological and social problems that may lead to drug abuse are discussed. The nature and effects of the basic drugs are described in simple language. The four filmstrips cover the use of pills (stimulants and depressants), glue, hallucinogenic drugs (LSD, marijuana, and others), and narcotics. Each filmstrip ends with a group of searching questions to reinforce the learning experience and to stimulate group discussion. Study guides are provided.	Upper Elem. 1. Watch What You Eat 2. Take Care of Your Body 3. Helpful Medicines 4. Drugs Can Be Dangerous
FOCUS ON SELF-DEVELOPMENT STAGE ONE: AWARENESS (kit) The program emphasizes development of awareness of self, others and environment. It gives each child a chance to express himself without fear of disapproval or being different. The materials included are: filmstrips and cassettes pupil activity books photo boards of realistic situations teacher's guide	Lower Elem.
FOCUS ON SELF-DEVELOPMENT STAGE TWO: RESPONDING (kit) The stories and activities encourage the child's response to his personal, social, emotional and intellectual life. It is suggested for use with grades 2-4 where peer group activity and acceptance are increasingly important. The program can be used without having gone through Stage One. Components of the kit: six filmstrips cassettes photoboards easel pupil activity book teacher's guide	Lower and Upper Elem.

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TITLE/DESCRIPTION	INTEREST LEVEL
GREEN CIRCLE (demonstrator's kit) The "Green Circle" is a program on good human relations for children in the years when they are forming their ideas of the world and their relationship to other people.	Lower Elem.
GREEN CIRCLE--COMPLETE SET OF DIFFERENT TEACHING KITS Includes: 1. People Are Like Flowers 2. I Know a Friendly City 3. Lucky Four Leaf Clover 4. Churkendoose 5. Spotty 6. Green Circle Mobile 7. Family of Man	Lower Elem.
GUESS WHO'S IN A GROUP (filmstrips with cassettes) Diane and her friends meet many different groups in the park. They identify criteria for defining groups; relate personal experience to reasons why groups are formed; learn of group customs and rules; and learn why groups exclude some individuals.	Lower and Upper Elem.
GUIDANCE TRANSPARENCIES This set of 48 color transparencies serve as the springboard for class discussion of problems--personal and interpersonal.	Lower and Upper Elem.
GUIDANCE VISTAS SERIES I This series of six Guidance Vistas tapes is designed to provide an opportunity for a dynamic group experience. These taped stories are	Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
Guidance Vistas Series I (continued) not intended as entertainment, although the high interest content of each story will be appreciated. Their primary purpose is to provide opportunities for growth in the development of: 1. Self-understanding and self-acceptance 2. Understanding of feelings and behavior of others 3. A sense of responsibility 4. A sense of moral, ethical and cultural values 5. Skills necessary for problem-solving and choice-making activities	
HOW DO I LEARN (filmstrips with cassettes) The Kindle series concerns itself with the special world of small children in their own social environment. The primary aim is to help the young child understand himself and feel good about himself. Title of filmstrips and cassettes are: 1. What next? 2. Making Mistakes 3. Who's Afraid? 4. Figuring things out 5. Do You Forget?	Lower Elem.
THE HUMAN VALUES SERIES (teachers' editions for books 1-6) A series of readers for grades 1-6 with value analysis activities before and following each story	Lower and Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
I AM (film) This 14 minute color film focuses upon one boy's efforts to clarify his feelings and attitudes. It sanctions for the search suggesting that introspection, fantasy, and attempts to form meaningful relationships are legitimate personal attempts to find the self.	Lower and Upper Elem.
INSIDE/OUT FILM SERIES (15 films) These 15 minute films are dramatic, open-ended problem situations designed to promote group discussion. The titles include: 1. How Do You Show? 2. Must I/May I 3. I Dare You 4. Because It's Fun 5. In My Memory 6. . . . But Names Will Never Hurt 7. Just Joking 8. Strong Feelings 9. When Is Help 10. Yes, I Can 11. Home Sweet Home 12. Living With Love 13. Traveling Shoes 14. You Belong 15. Getting Even	Upper Elem.
I THINK (film) This 19 minute color film focuses upon one girl's attempt to interpret the pressures and forces of the real world. It suggests that though a youngster lives under many pressures, possibly her most significant act may be on the day she listens to the voice within her that asserts: "This is what I think."	Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
LET'S TALK ABOUT . . . (transparencies/teacher sheet) Nine situations serve as focal points for class discussion and activities in areas involving values. 1. accepting parents' directions cheerfully 2. caring for our pets 3. protecting nature's gifts 4. showing concern for others 5. following rules of the game 6. why and when we should take medicine 7. taking care of public and private property 8. how people cause pollution 9. how we earn money and keep it	Lower and Upper Elem.
ME, MYSELF . . . AND DRUGS: AN ELEMENTARY APPROACH TO DRUG EDUCATION (filmstrips with cassettes) The preventive approach provides a stimulating frame of reference for helping 9 through 12 year olds discuss drug use. 1. What are Drugs 2. Feeling Good - Feeling Bad 3. Outside Influences	Upper Elem.
ME, MYSELF AND I (filmstrips with cassettes) This program meets a vital need as it gives support to psychologists, counselors, and teachers interested in preventive guidance. The 6 filmstrip titles are: 1. Who am I 2. Why Do My Feelings Change 3. What Can I Do About It 4. How Can I Improve Myself 5. What About Other People 6. Where Do We Go From Here	Lower and Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
ONE STAGE: WALLY, BERTHA AND YOU (kit) This unique kit utilizes creative dramatics to provide children with experiences that build self-confidence, confidence in working within a group and confidence in working before a group. It provides invaluable experience in oral expression and develops good listening skills. Components of the kit: puppets "loosening-up" activities activity cards constructions cards (for prop and scene construction) culminating activity cards	Lower Elem.
PEOPLE (film) Using documentary technique, this 10 minute film offers the viewer a myriad of intimate glimpses . . . people--all ages, all races . . . at rest, at work . . . earning, buying, playing.	Lower and Upper Elem.
PROBLEMS AND ATTITUDES IN SCHOOL (film) This is the story of a boy who feels that something is wrong. He daydreams. He doesn't fit in--not in class--or at home. The question of what is wrong is left open to discussion.	Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
SECRETS (kit - game with cassettes) This program is designed to help improve the self-image of children. The secrets that Dr. Maltz shares with the children are about self-confidence and positive activity.	Primary/Middle Elementary
SOCIAL SCIENCE LABORATORY UNITS (kit) This is an innovative program that involves students directly in a study of the dynamics of human relations. Components of the kit include: social science resource books project books, units 1-7 cassettes teacher's guide	Upper Elem.
THAT'S NO FAIR! (filmstrip with cassettes) This two part filmstrip with accompanying cassettes dramatizes an unresolved dilemma which invites classroom disucssion about fair play.	Lower and Upper Elem.
THINK OF OTHERS FIRST (filmstrips with cassettes) The program motivates students to discuss manners and to consider their broad social implications and practical daily value. Students quickly recognize the difference between stuffy "dont's" and real manners which reflect basic respect for other people.	Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
THOUGHTS INTO ACTION (kit) The purpose of the program is to elicit discussion from the group as to the meaning of such sayings as--"To have a friend, be a friend". Components include: teacher's guide poster portfolio display chart of all 12 sayings one each of twelve sayings easel	Lower Elem.
THE TROUBLE WITH TRUTH (filmstrip with cassettes) This two part filmstrip with accompanying cassettes presents an unresolved dilemma in which telling the truth conflicts with other strong values.	Lower and Upper Elem.
VALUES: UNDERSTANDING OTHERS (film) In this 9 minute film on attitudes and behaviors viewers see the various traits and personalities exhibited by six boys playing together.	Lower and Upper Elem.
VALUE SERIES (7 films) 1. Values: Being Friends 2. Values: Cooperation 3. Values: Playing Fair 4. Values: Telling the Truth 5. Values: The Right Thing To Do 6. Values: Understanding Others 7. Values: Understanding Ourselves	Lower and Upper Elem.

TITLE/DESCRIPTION	INTEREST LEVEL
VANDALISM--WHY? OR WHY DO WE DESTROY (film)	Upper Elem.
This provocative 11 minute film examines the great social implications of vandalism and analyzes the needs of those who destroy.	
WHAT DO I SEE, HOW DO I FEEL (film)	Upper Elem.
This film examines the personal relationships of three young people. The producer creates an introspective insight into their individual sensations, responses and understandings.	
WHAT DO YOU DO ABOUT RULES? (filmstrip with cassettes)	Lower and Upper Elem.
This two part filmstrip with accompanying cassettes dramatizes an unresolved dilemma inviting classroom discussion about rules.	
WHAT DO YOU EXPECT OF OTHERS? (filmstrips with cassettes)	Lower and Upper Elem.
Confronted with a new youngster eager to join their group, children discover that what you expect from people strongly influences subsequent interactions.	
WHAT HAPPENS BETWEEN PEOPLE? (filmstrip with cassette)	Lower and Upper Elem.
Moving day provides Freddie with opportunities to explore the concept of human interaction. With him, four children discover the different types of interaction, both positive and negative, and examine various objectives of interaction.	

TITLE/DESCRIPTION	INTEREST LEVEL
WHO AM I? (filmstrip with cassettes) Each filmstrip in this program is an impressionistic visual essay exploring the concept of Self. Filmstrip titles include: 1. Nothing is Something to Do 2. The Joy of Being You 3. People Packages 4. All Kinds of Feelings 5. Do You Believe in Wishes	Lower Elem.
WHO DO YOU THINK YOU ARE? (filmstrips with cassettes) On the way to school, Tony discovers the excitement of exploring and defining individual identities through personal actions and feelings.	Lower and Upper Elem.
WHO NEEDS YOU? (film) In "Who Needs You", Rudy, who is from a Mexican-American background, sees how to view his difference as an asset. As they identify with Rudy, viewers will have an opportunity to realize that each one of us is unique, and to consider how to use their individuality constructively.	Lower and Upper Elem.
WHY DRUG YOURSELF (filmstrips with cassettes) Each filmstrip presents young people involved in some way with a drug and provides an authority figure whose primary role is to discuss facts about the drug and its effects. But this figure--a teacher, a former drug user, a respected adult--does not stop with the facts. He attempts to lead young people into a consideration of the reasons for of their involvement with drugs. Although developed for school use, the filmstrips are suitable for use by other agencies and organizations.	Upper Elem. Subtitles are: "Tobacco: Why Smoke?" "Alcohol: Why Drink?" "Toxic Vapors: Why Sniff?" "Marijuana: Why Smoke It?"

TITLE/DESCRIPTION	INTEREST LEVEL
WHY GET HOOKED (filmstrips with cassettes) Each filmstrip presents young people involved in some way with a drug and provides an authority figure whose primary role is to discuss facts about the drug and its effects. But this figure--a teacher, a former drug user, a respected adult--does not stop with facts. He attempts to lead young people into a consideration of the reasons for their involvement with drugs. Although developed for school use, the filmstrips are suitable for use by other agencies and organizations. Subtitles are: "Amphetamines: Up, Down, and Out" "Barbiturates: The Long Sleep" "LSD: False Illusions" "Heroin: Escape to Nowhere"	Upper Elem.
YOU GOT MAD: ARE YOU GLAD? (filmstrips with cassettes) Herb, an observer to a group conflict, steps in and calms the hostile participants. The program gives children a chance to explore causes, effects, and expressions of hostility, behavioral choices available in conflict situations, and ways to resolve conflicts with minimal hostility.	Lower and Upper Elem.
YOU PROMISED! (filmstrip with cassettes) This two part filmstrip with accompanying cassettes dramatizes an unresolved dilemma--whether or not a promise must be honored even at the expense of another individual.	Lower and Upper Elem.
YOUR PERSONALITY: THE YOU OTHERS KNOW (filmstrips with cassettes) Students hear peers describe personality as distinct from character	Upper Elem.

TITLE/DESCRIPTION INTEREST LEVEL

YOUR PERSONALITY: THE YOU OTHERS KNOW (continued)

and describe positive personality traits; kindness, sincerity, sense of style, interest in others. Also described are negative traits including "phoniness" and exaggerated self involvement.

Suggested Agenda for First Share/Plan Meeting

Total time approximately one hour

I. Participants will complete the "Worksheet for Establishing Long-Range Goals". (participant notebooks will serve as guide)

II. Participants will complete the "Statement of Goals for This Drug Education Pilot".

III. Participants will share their statments with group members.

IV. The group leader will introduce the "Daily Checklist," and "Positive Verbal Acknowledgment" sheet, explaining their intended uses.

V. Participants will modify and/or complete the two forms to fit their own purposes.

VI. The group will identify a regular weekly time and place for future share/plan meetings.

Work Sheet for Establishing Long-Range Goals

Three basic human needs of my students which are presently not being adequately met during classroom activities are:

( ) ____________________

( ) ____________________

( ) ____________________

Please number them according to which you believe to be most important.

Three kinds of skills for coping with life which I want to teach my students are:

( ) ____________________

( ) ____________________

( ) ____________________

Please rank them according to which you feel most qualified to teach.

Statement of Goals for This Drug Education Pilot

Please write a statement of your goals for this drug education pilot. Include your personal goals as well as goals for your students.

Signature

CALENDAR PLANNING SHEET

Month ______________________

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

AGENDA FOR WEEKLY SHARE/PLAN MEETINGS

Total time approximately one hour

I. Share Successes: Each participant will share the successful achievements of classroom activities planned at the previous meeting.

II. Tabulate Daily Checklists: Each participant will total his own checklist responses for each day of the previous week.

III. Revise Daily Checklists: Participants may change goals on their checklists to meet current teacher/student needs.

IV. Tabulate Positive Verbal Acknowledgment Sheets: Participants will list the names of students acknowledged fewer than five times during the previous week.

V. Complete Daily Planning Sheet: Participants will plan a classroom activity to accomplish current goals for each day of the coming week.

VI. Share: Participants will share with group members their plans for the coming week.

VII. Evaluate Share/Plan Meetings: Participants will complete the "Share/Plan Meeting Evaluation" every three weeks.

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Weekly Planning Sheet

	Activity	Participan	Length	Materials Needed	Orientation Activity	Follow-up Activity
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Suggestions for Student Activities

Analysis of case studies (real or true-to-life)

Analysis of critical incidents (dramatic or controversial)

Analysis of current events

Art

Building models

Bulletin boards

Buzz sessions

Collections and displays

Creative writing

Debate

Demonstrations

Evaluation of television programs

Fantasy

Field trips

Flannel boards

Guest speakers

Puppets

Role Playing

Skits

Simulations

Sociodrama

Story telling

Student surveys

Daily Checklist

Date: ____________

Name: ____________

1. Today I positively reinforced, as often as possible, appropriate student behavior. ________

2. Today I successfully ignored behavior which did not merit positive reinforcement. ________

3. Today I attempted to positively acknowledge each of my students. ________

4. Today I reserved a time for students to plan and execute an activity of their choosing. ________

5. Today I planned an activity which permitted students to select between several alternatives. ________

6. Today I encouraged students to discover answers to questions rather than told students the answers. ________

7.

8.

9.

10.

Positive Verbal
Acknowledgment
Date____________

Share/Plan Meeting Evaluation Sheet

1. I am learning about activities and materials used successfully by other teachers.

_____ Yes   _____ No

2. I am able to complete my "Weekly Planning Sheet" during this meeting.

_____ Yes   _____ No

3. I would like to continue using the "Daily Checklists."

_____ Yes   _____ No

4. I would like to continue using the "Positive Verbal Acknowledgment" forms.

_____ Yes   _____ No

5. These Share/Plan Meetings could be improved by: ____

____

BEST COPY AVAILABLE

Teacher [illegible]

You have [illegible] perforated shee[illegible] problem [illegible] slips. Each slip [illegible] as a [illegible] problems [illegible] like you [illegible] statements [illegible] experience[illegible].

You have [illegible] given an IBM answer [illegible] will, please [illegible] the top of the [illegible] best [illegible] Problems Q-Sort." You [illegible] "[illegible] Number" blanks [illegible] ally requested.

In making [illegible] the answer sheet [illegible] as the [illegible]. Please use a [illegible] black. If you change your mind, or [illegible] COMPLETELY [illegible] careful to [illegible]

To [illegible] problems you experi[illegible] ted as indicated below.

Least Pressing [illegible]

Pile [illegible]	1	2	3	[illegible]	[illegible]	[illegible]
Number of cards	2	6	10	[illegible]	[illegible]	[illegible]

In sorting [illegible] you must place two [illegible] number [illegible]. These are the two problems which are [illegible] contain the six (and only six) next most pressing [illegible] will contain the [illegible] pressing problems, etc.

The easiest way to make the sort is to [illegible] three piles [illegible] pressing," "least pr[illegible] two. The three piles may then be [illegible]

After you have completed the sort, [illegible] sheet. You will notice that each card has a [illegible] Teacher [illegible] Q-Sort.) These numbers [illegible] answer sheet [illegible] the two columns [illegible] answer sheet [illegible] these numbers go [illegible] answers, first [illegible] the proper card [illegible] right of this number [illegible] in between the [illegible] pile you placed the card in. Please notice [illegible] piles, you will never use response [illegible] make your marks heavy and black, as long as [illegible] erase completely if you make an error or [illegible].

Please start sorting the cards and if you [illegible] hesitate to raise your hand.

1. How to make the subject matter interesting and meaningful to all pupils of varying ability (TP)

2. Teaching children who lack the desire to learn (TP)

3. Student's lack of knowledge of the fundamentals (TP)

4. How to keep children busy and to encourage them to use their time wisely (TP)

5. Working with parents in such a way that they have an opportunity to help define the school program (TP)

6. Trying to get students to apply the knowledge they have (TP)

7. Students wanting to be on an equal with teachers (TP)

8. How to become the most positive educational influence in the lives of my students that I can be (TP)

9. How to constantly change curricular practices to adjust to the latest ideas and research findings (TP)

10. Lack of concern of students in developing high standards (TP)

11. Lack of time to do what you think should be done in a particular subject (TP)

12. Lack of parents participating in PTA (TP)

13. How to develop responsibility of pupils for their behavior (TP)

14. Learning new ways of reaching the slow and fast learner (TP)

15. Immaturity of today's children (TP)

16. Getting children to put forth the necessary effort to accomplish the task assigned (TP)

17. How to decide how much time to spend in creative pursuits (TP)

18. Trying to teach children who do not have the ability to even following directions (TP)

19. Developing a school spirit (TP)

20. Children lack a sense of responsibility for their materials (TP)

21. I expect too much from my pupils--I am too anxious and ambitious for them (TP)

22. How, in spite of the many handicaps that face me, can I be the best possible teacher I can be (TP)

23. Finding time to use the added materials which we are receiving (TP)

24. I need to inspire the children to take more initiative (TP)

25. What to do with "bright" pupils to prevent their wasting time (TP)

26. Trying to teach a class with abilities that spread over four or five grade levels (TP)

27. Getting children to realize the importance of an education, and being willing to spend the necessary time and effort to achieve it(TP)

28. Lack of interest shown by students (TP)

29. How to give homework that will strengthen the subject matter presented in classroom instruction (TP)

30. Students who are not able to do the work required for their grade (TP)

31. Lack of interest among many parents whose children need parental guidance (TP)

32. Motivating children to want to do more than just pass (TP)

33. How to secure the cooperation of parents in carrying good habits over to the home (TP)

34. Lack of professional attitude on the part of other teachers. (TP)

35. Lack of cooperation of other teachers and sometimes the administration in discipline problems (TP)

36. Communicating to parents the value of present-day teaching procedures (TP)

37. Helping children to learn to think for themselves and to be independent (TP)

38. Students who are satisfied with only a passing grade when they have the ability to do so much better (TP)

39. Adequate space for creative efforts (TP)

40. The mastery of more and better diagnostic techniques in the classroom for the better instruction of pupils (TP)

41. Inability on part of children to think for themselves (TP)

42. Finding time to do needed individual work with pupils (TP)

43. Too much emphasis on sports (TP)

44. Putting the subject matter over in a way that students can get the most out of it (TP)

45. Teaching pupils when "A" and "F" pupils are dumped into the same class (TP)

46. Not enough uniformity in what is expected of children from different teachers (TP)

47. Too many dropouts (TP)

48. Parents who feel that your job is to see that their child passes even though classes are much too large for individual attention (TP)

49. Getting quiet children to enter into class discussions (TP)

50. How can we maintain better parent-teacher relationships (TP)

51. Too much absenteeism (TP)

52. Getting all children to do assigned homework (TP)

53. Knowing how to motivate children to want to learn what is important (TP)

54. Learning new ways of helping children develop their maximal potentials through school work (TP)

55. Lack of materials to work with so that every child will have a chance to develop at his top level individually (TP)

56. Lack of appreciation of the job of the teacher in the community (TP)

57. Carrying out the policies formulated by others such as the principal or the superintendent (TP)

58. Parents whose emphasis is on the grading system rather than on the development of the individual child (TP)

59. Getting students to use wisely the abilities and talents they possess (TP)

60. Insufficient library materials for student-centered teaching (TP)

61. ☐ ~~Changing classroom emphases to avoid the criticism of parents that our teaching is weak (TP)~~

61. ☐ Lack of set standards for judging progress or promotion (TP)

63. ☐ Getting the children to listen (TP)

65. ☐ Children who cannot read or understand what they have read (TP)

67. ☐ Sufficient time for teaching subject matter (TP)

69. ☐ Not enough time to accomplish all I'd like to accomplish (TP)

70. ☐ Helping pupils express individual needs and interests (TP)

72. ☐ Children who are not interested in any type of homework or study at school (TP)

74. ☐ Children who fail to give attention in class--poor attitudes (TP)

76. ☐ Some students feel they are different and think they should be treated as teachers are (TP)

62. ~~Refusal of children who need individual help to accept it and correct mistakes on written work (TP)~~

64. ☐ Changing teaching practices to fit the needs of individual students (TP)

66. ☐ Lack of sufficient funds to accomplish what I'd like to accomplish (TP)

68. ☐ Finding better and newer ways of relating subject matter to daily living (TP)

70. ☐ Problems from socially promoted children (TP)

72. ☐ ~~Getting parents to understand the school program (TP)~~

74. ☐ Inability of some students to have a spark of ambition (TP)

76. ☐ Learning better ways of evaluating pupil progress (TP)

78. ☐ Teaching pupils who are not adequately prepared by the teachers before us (TP)

80. ☐ ~~Helping those in authority to rethink what may be arbitrary decisions (TP)~~

81. Continuing to develop new and better ways of getting students to participate and enter class-work with their fullest attention (TP)

82. Inability of some students to learn, and the fact that they retard or slow down the most intelligent ones in some instances (TP)

83. How to continue to improve my teaching in a fast-changing world (TP)

84. Although class work is all planned by the class, interest begins to fall away if any real obstacles arrive in working on our problems. I need to rethink my methods of work to prevent this (TP)

Answer Sheet for Teacher Problem Q-Sort

Pile #1	Pile #2	Pile #3	Pile #4	Pile #5	Pile #6	Pile #7	Pile #8	Pile #9
____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____
	____	____	____	____	____	____	____	
	____	____	____	____	____	____	____	
	____	____	____	____	____	____	____	
	____	____	____	____	____	____	____	
		____	____	____	____	____		
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			____	____	____			
			____	____	____			
			____	____	____			
				____				
				____				

Scoring the Teacher Problem Q-Sort

Only 39 of the problems are scored.

Positive items are: 1, 8, 9, 22, 37, 54, 62, 66, 70, 73, 77, 79, 80

Negative items are: 2, 7, 11, 12, 15, 18, 20, 28, 30, 31, 34, 35, 43, 46, 47. 48, 51, 56, 58, 61, 63, 68, 72, 75, 76, 78

Any of the 39 problems placed in category 5 are ignored in scoring.

A positive item placed in categories 6-9 count 1+ on the positive score. A positive item placed in categories 1-4 score a 1+ on the negative score.

A negative item placed in categories 1-4 scores a 1+ on the positive score. A negative item placed in categories 6-9 count 1+ on the negative score.

Total score is positive score minus negative.

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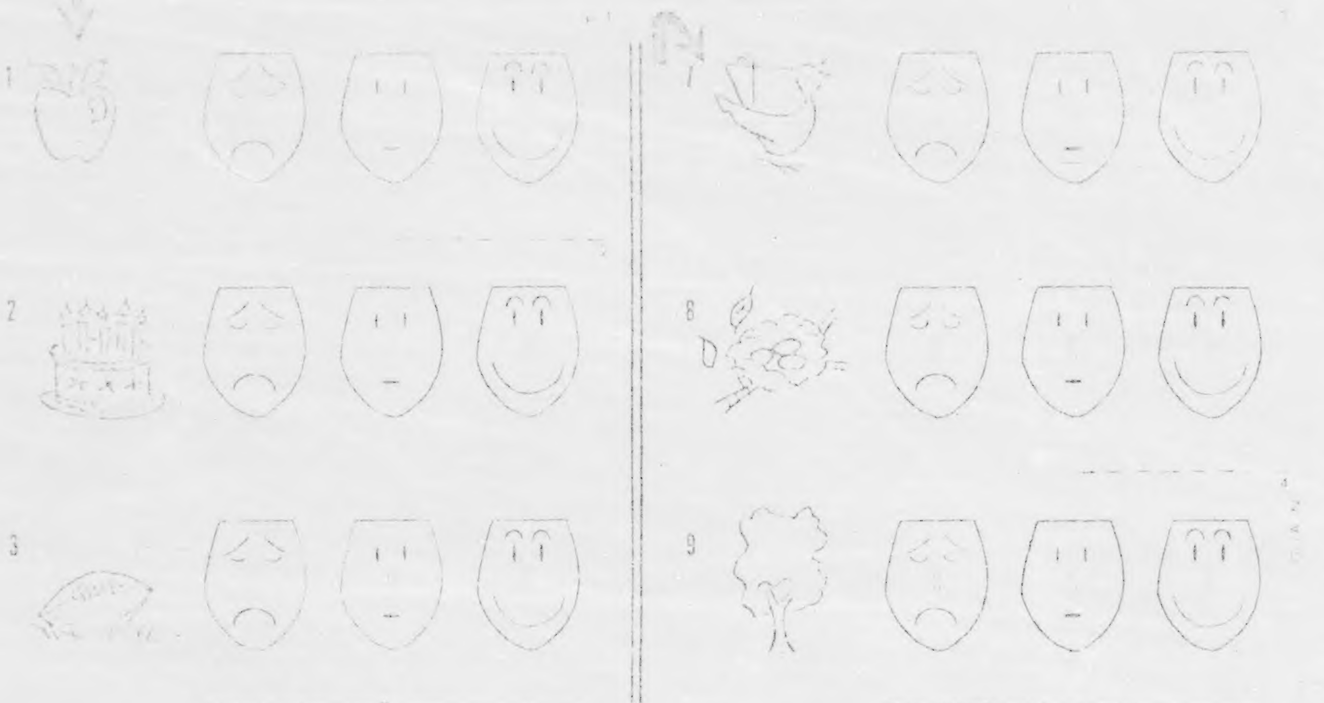
[illegible] ______________________ Date ________

[illegible] ______________________ Teacher's Initials ________

STUDENT NUMBER

What Face Would You Wear?

Sample



UTILITY FORM 34/98

SCAMIN: PRE-SCHOOL/KINDERGARTEN RESPONSE SHEET or MULTI-PURPOSE UTILITY RESPONSE SHEET, 24-3.
By: Norman J. Milchus, George A. Farrah, and William Reitz.
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Machine Scored Response Sheet Format

THE SELF-CONCEPT AND MOTIVATION INVENTORY
(SCAMIN): WHAT FACE WOULD YOU WEAR?
PRE-SCHOOL/KINDERGARTEN FORM

MANUAL OF DIRECTIONS

*Format I	Teacher Scored Booklet. Pupils mark responses in a seven page booklet with crayon. Scores are easily transferred to a response sheet for machine or hand scoring. Booklets are preferred for larger groups and for the very young.
*Format II	Machine Scored Response Sheet. Pupils mark directly on a machine scored response sheet with a thick pencil. The more condensed format of the economical sheet necessitates administering the Inventory in small groups, or with teacher aides, particularly at the pre-school level.

* There are two separate manuals for the two formats. Due to slight variations in directions, use the correct manual for your format.

Directions:

Students must have some school experience (at least two to three full weeks) before they will be able to react to the questions. When administering this inventory to beginning students, you may find that several of the children will be unable to follow the directions or to sustain attention. Do not become overly concerned if this should occur. Since one of the purposes of this inventory is to focus attention on the development of positive academic self-concepts in students, it would be inappropriate to make this assessment an unpleasant academic experience. Do not exceed your usual standards trying to get slow-maturing or slow-learning youngsters to follow directions; but do use your skill and your experience in providing a climate for valid replies. Be careful not to influence the responses by over-emphasizing a word, or by using a facial expression. Discourage "class clowns" quickly.

Preparations:

Read the Inventory to your self before giving it. Labels, such as "Headstart", may have to be changed to meet local titles.

Pre-school and kindergarten teachers usually write the student's last name and first initial on the sheets. Abbreviations and initials are desirable time-savers on the remainder of the heading. Older students can be employed for this.

An optional short-cut is the use of the pupil's number (taken from the class record book) in place of the name. Enter this number in the Student Number box, starting at the bottom line with zero and the second to bottom line with one. Thus, the pupils would be numbered; 0, 1; 0, 2; 0, 3; etc. When a computer is used to print the results, an identical number must appear on both sides of the sheet. Do not omit the pupil's name if results are being passed on to the next teacher or to a researcher.

When forms are machine scored or used in research, please mark the semester, sex, and grade spaces on the back. [R is for reading readiness classes, and S is for special education rooms.] Other Information spaces are used at the discretion of the principal or researcher.

Pupils will need a pencil. Easily seen colored pencils can be used only when the forms are hand-scored. Markers [ruler-shaped pieces of cardboard or folded paper] are desirable for keeping students on the right row.

Allow at least 25 minutes for reading the Inventory. Repeat each item. Inspect the finished response sheets and repeat any missed items to the individual pupils. Have the students cross out unwanted responses so that you can find and erase them later.

Draw the three faces on the blackboard. [This is not necessary for small groups.]

Introduction:

Pass out the response sheets [with names] and markers. Have pencils or crayons ready, but keep them temporarily out of the students' reach. Read all of the following [the Inventory items are also capitalized and underlined]:

Read: We won't use these pencils [or crayons] until we've heard what we're supposed to do. We're going to play a game just like the big boys and girls play in school. It's called What Face Would You Wear?

You know that boys and girls put on masks to look like other people. Sometimes clowns paint their faces to look happy or sad. And you change your face a few times every day. I want you to think of the faces that you feel like wearing when things happen to you.

Put your marker under the row of faces at the top. The arrow points to three faces. One of the faces has a big smile. If someone gave you a piece of candy, you might wear a big smile. Put your finger on the smiling face. [Point to the smiling face.] Fine. But, if you fell down hard on the sidewalk, you would wear a sad face. [Point to the sad face.] Can you find the sad face? Put your finger on the sad face. The face in the middle isn't happy and it isn't sad. It's the face you would wear when you're feeling between glad and sad. [Point to the neutral face.]

To pick the face that we would wear, we color in the little nose on that face. Like this. [Fill in the nose rectangle on the blackboard or on your sample response sheet.] Now when you get your pencil, I want you to fill in a nose on the face [Sample] that you would wear if you saw a dog. [Pass out the pencils.] If you saw a dog, what face would you wear? Pick that face by darkening in the nose. Fine. If some of you think of a friendly dog--wagging his tail--you might smile. If you think of a barking dog with big teeth, you might look sad. If you don't know, you might pick the face in the middle. Whatever face you pick is all right.

Questions: [Cross out the unwanted title, i,e., "kindergarten", etc.]

Read:
Item 1: apple

Move your marker under the next row of faces. The row has a picture of an apple. The apple picture and other pictures will help us stay on the same row. Which one of these faces would you wear if you were singing a kindergarten (Headstart) song to your parents? [Repeat:] WHAT FACE WOULD YOU WEAR IF YOU WERE SINGING A KINDERGARTEN (HEADSTART) SONG TO YOUR PARENTS? Put a nose on that face. Only one nose in a row--you can only wear one face at a time. [Scan the room and say:] That's fine! [while you correct any wrongdoers.] Raise your hand if I go too fast for you.

Item 2: cake

Now everyone move your markers down one row to row two. Your marker should be under the picture of the cake. Which one of these faces would you wear if you could make a teacher happy with your painting or drawing? [Repeat:] WHAT FACE WOULD YOU WEAR IF YOU COULD MAKE A TEACHER HAPPY WITH YOUR PAINTING OR DRAWING? Darken in the nose on the face you would pick.

Item 3: football

Everyone move your markers down under the faces by the football. Darken the nose on the face you would wear if you could tell a friend something that you learned in school? [Repeat:] WHAT FACE WOULD YOU WEAR IF YOU COULD TELL A FRIEND SOMETHING THAT YOU LEARNED IN SCHOOL?

Remember that the faces that you wear are different from the ones that anyone else wears: so don't pay attention to what other people are marking. Don't leave any rows without a dark nose on one of the faces.

Item 4: cat

Move your marker under the row of faces with a cat. WHAT FACE WOULD YOU WEAR IF YOU HAD TO TELL YOUR PARENTS THAT YOU HAD LOST YOUR COAT? [Repeat:] Darken the nose.

Item 5: milk

The next row has a plate of milk by it. WHAT FACE WOULD YOU WEAR IF YOU HAD TO ASK A TEACHER FOR HELP WITH A CERTAIN JOB? [Repeat.] Darken the nose.

Item 6: mouse

Now down to the bottom row with the mouse. . . WHAT FACE WOULD YOU WEAR IF YOU FORGOT YOUR STORY OR SONG IN FRONT OF THE WHOLE CLASS? [Repeat.]

Item 7: bird

Let's move our markers back up to the top of the page--under the row with the bird. Question seven: WHAT FACE WOULD YOU WEAR IF YOU COULD READ LIKE A GROWN-UP? [Repeat.]

Item 8: nest

The next row has a bird's nest. WHAT FACE WOULD YOU WEAR WHEN YOU ARE LEARNING LETTERS--LIKE A-B-C--THAT WILL HELP YOU TO READ SOMEDAY? [Repeat.]

Item 9: tree

Find the row by the picture of the tree. WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF GOING TO SCHOOL TO LEARN NEW GAMES? [Repeat.]

Item 10: car

Move your marker under the row of faces with the car. WHAT FACE WOULD YOU WEAR IF YOU HAD DONE SOMETHING THAT WOULD GET YOU A SPANKING? [Repeat.]

Item 11: fish

Slide your marker down to the fish. WHAT FACE WOULD YOU WEAR IF YOU COULDN'T ANSWER A QUESTION? [Repeat.]

Item 12: clown

The bottom row has a picture of a clown. WHAT FACE WOULD YOU WEAR IF YOU WERE TO LITTLE TO GO TO SCHOOL ANYMORE? [Repeat.]

Item 13: seal	Turn your page over to the back. At the top is a picture of a seal with a ball. In that top row. . .WHAT FACE WOULD YOU WEAR IF YOUR PARENTS WERE TELLING YOU HOW YOU ARE TRYING IN SCHOOL? [Repeat.]
Item 14: doll	The next row down has a picture of a doll. In that row. . .WHAT FACE WOULD YOU WEAR IF A TEACHER WAS TELLING YOU WHAT KIND OF LISTENER YOU WILL BE? [Repeat.]
Item 15: rabbit	Move down to the row with the bunny rabbit. WHAT FACE WOULD YOU WEAR IF THE BOYS AND GIRLS IN CLASS WERE GOING TO PICK THE BEST WORKERS IN THE ROOM? [Repeat.]
Item 16: boy	Now find the boy on a wagon. WHAT FACE WOULD YOU WEAR WHEN YOU TELL YOUR PARENTS HOW YOU FEEL ABOUT BEING IN SCHOOL? [Repeat.]
Item 17: dog	Everyone look for the row with the puppy dog. In this row. . .WHAT FACE WOULD YOU WEAR IF YOU WERE DOING YOUR DRAWING FOR A TEACHER? [Repeat.]
Item 18: bone	Down to the bottom row--with a bone on a plate. WHAT FACE WOULD YOU WEAR IF ONLY THE GOOD CHILDREN COULD HAVE A PARTY? [Repeat.]
Item 19: dog house	Go back up to the top of the page--to the dog house. WHAT FACE WOULD YOU WEAR WHEN YOU'RE THINKING OF HOW MUCH YOU'LL HAVE GROWN UP BY NEXT YEAR? [Repeat.]
Item 20: truck	A truck is on the next row. WHAT FACE WOULD YOU WEAR IF YOU HAD TO MAKE A PICTURE OF AN ANIMAL THAT WAS HARD TO DRAW? [Repeat.]
Item 21: house	The next row has a picture of a house. WHAT FACE WOULD YOU WEAR IF SOMEONE WAS TELLING YOU WHAT YOUR CLASS WILL BE LIKE NEXT YEAR? [Repeat.]
Item 22: bear	Slide your marker down to the row with the teddy bear. WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF HOW GOOD YOU'RE DOING IN KINDERGARTEN (HEADSTART)? [Repeat]
Item 23: train	Next is the row with a train. WHAT FACE WOULD YOU WEAR IF YOU TRIED TO LEARN SOMETHING NEW WITH NUMBERS? [Repeat.]
Item 24: girl	One more question..the last one..in the row near the picture of the girl jumping rope: WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF ALL THE CHILDREN IN CLASS WHO LIKE YOU? [Repeat.]
Inspect:	Let's all go back to the beginning and look to be sure that there is a dark nose on every row--only one nose in each row of faces. [Repeat missed questions to anyone who may have missed a row.] Raise your hand if you missed a row or marked one twice by mistake.

Inspection and Pick-Up

Read: Make sure that the noses you darkened in are real dark so that I can see them. [Check to see that the marks fill the nose rectangle if the forms are to be scored by machine. Wait till the students do this.]

End of Reading: Everyone put your pencils [crayons] down. Thank you for listening so well and marking so neatly. [Collect the sheets, markers, and pencils in your usual way.]

Follow-up

Re-inspect the forms for missing and double responses. Return to the student for clarification.

If forms are to be hand-scored, check the fullness of the mark on the nose rectangle.

If forms are to be hand-scored, scores can be recorded directly on the response sheet. The sheet has two parts. Page one contains motivation items, and page two [the back] is make up of self-concept items. The faces have a numerical value of 1, 2, 3, going from left to right. The exception to this is the bottom of the first page. Items 4, 5, 6, 10, 11, and 12 [the bottom half] are scored 3, 2, 1.

	Page One MOTIVATION	Page Two SELF - CONCEPT
Top Half:	Scored 1,2,3 GOAL AND ACHIEVEMENT NEEDS ITEMS	Scored 1,2,3 ROLE EXPECTATION ITEMS
Bottom Half:	Scored 3,2,1 FAILURE AVOIDANCE ITEMS **	Scored 1,2,3 SELF-ADEQUACY ITEMS

Total of the halves of page one separately. Enter the scored in the right hand margin. Total at the bottom. Page two can be scored and totaled directly. Logical interpretation and attention to items scored as "I" are suggested.

Student may enjoy drawing themselves after taking this Inventory.

**FAILURE AVOIDANCE is now called ACHIEVEMENT INVESTMENT.

These pages were
~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

D-133, D-134, D-135

E-136

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

May 21, 1973

Mrs. Barbara Ring, Consultant
Region X Education Service Center
400 East Spring Valley Road
Richardson, Texas 75080

Dear Mrs. Ring:

As you requested, I am enclosing the following comments on your staff development plan:

1.a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?

The structure of your plan addressess itself to the basic concepts which are advocated by the Texas Education Agency.

Through experiencing the eight self awareness activities which you have structured to introduce the staff development program, teachers should recognize the priorities of the drug education pilot. The material which is included on the "laboratory method" of instruction should reinforce these priorities through establishing the importance of active involvement by both teachers and students.

1.b. Is there a means for incorporating teacher input into the ongoing programs?

It appears that there is ample opportunity for teacher input into the program through the utilization of small group activities.

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

The awareness activities seem to adequately prepare the participants for the decision-making/planning activities. This would seem especially true of the awareness activities which relate to identifying needs, assessing strengths, overcoming barriers, and goal setting.

drive

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

The resources which have been developed seem to meet the objectives of the staff development plan. The activities are all related to developing a better understanding of self and others. The materials also seem to be appropriate for all levels of the elementary curriculum.

The progression of learning activities seems to be well planned and build upon one another.

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

The Teacher Observation Scale on Socio-Emotional Development, the self-rating scale for students on "How I See Myself" and the "Teacher Problem Q Sort" all seem to be appropriate measures of the success of your training program. This would seem especially true of the measures which you plan to use with students such as "How I See Myself" and "What Face Would You Wear". Also, the achievement of the goals set in the "individual goal setting" activity can be used as a measure of the success of the individual participant.

Although my comments have been brief, it is felt that you have done an excellent job of organizing the training program. If I can be of further assistance, please call on me.

Sincerely yours,

Ernest L. Roberts, Jr.

Ernest L. Roberts, Jr.
Program Director
Division of Crime Prevention
and Drug Education

ER:crc

Dr. Ralph Dahl

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?

1. a. Within the framework of this plan for teacher involvement, each teacher would be responsible for developing the objectives and activities to be used in the individual classroom. The initial activities are based on helping a teacher recognize the importance of and develop skills for improving the self-concept. By the teacher going through this process, avenues are opened for transferring these skills to the classroom in working with children. Each teacher is given opportunity to practice the skills to be used later in classroom activities.

   b. After each session, each teacher has the opportunity to react to the day's activities with encouragement to make suggestions for improvement and to recommend directions and priorities for subsequent meetings. The schedule of events is flexible enough to incorporate teacher input into plans for future sessions.

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

2. The awareness sessions should be adequate for preparing teachers for the decision-making and planning activities. Awareness of the need for development of additional decision-making skills should result from the self-awareness activities. Several of the activities in the early sessions require some decision-making skills that should simplify the transition from phase one of the program to phase two. Phases one and two of the program should prove to enhance the planning sessions included in phase three since the skills and techniques to be used in planning are included in the early phases of the program.

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

3. The resources developed for the coordinator and the participants should be appropraite for the designated program objectives. Resource materials have been carefully selected for participant involvement while developing stated program objectives. Activities include various techniques and procedures to hold the attention and interest of the participants. The planned sequence of activities is flexible to the point that priorities can be changed when suggested by participants.

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

4. The reactions and suggestions of teachers are collected at the close of each session which provides a method of monitoring the initial responses of participants to each session. Other devices used to insure an adequate monitoring system include records kept by participants within the classroom for determining the extend of positive and negative responses directed by the teacher to individual students.

Dr. Ann Bennett

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?

a. I must question the average classroom teacher's propensity for correlating the activities created for the teachers to experience personally with priorities of the drug education program. This is not to say the activities are not well structured and appropriate. They seem to be both.

However, I would encourage group leaders to use a great deal of verbal reinforcement and explanation with teacher participants as to why they are being exposed to the set of activities described.

b. Many opportunities for teacher feedback are indicated. I am inclined to wonder if teachers will be open enough and sustain interest long enough to give continued and accurate responses. It seems that it might be well to look again at the number of meetings this program seems to require of the teachers. It must be remembered that this program will be only one of many efforts in which teachers will be involved and which will also be demanding planning/evaluation time, etc. Too much demand on teacher time can kill the best of staff development efforts.

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

I think the awareness activities are excellent. As is always the case, the expertise of the group leader and the situation in which the activities take place will determine the quality of participation and reaction of the teacher participants. For this reason, it is difficult to assess the activities individually as being either adequate or inadequate for preparing teachers for the decision making/planning activities to follow.

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

The resources developed and the materials to be provided pilot participants are exceptionally well done. They are wide in range and seemingly sufficient in number. Certainly they seem to be appropriate. Again, I find it difficult to assess them in the area of being "satisfactory". So many variables will be at work here as the materials are used and evaluated by outcomes.

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

Accurate evaluation of such measures is at best somewhat questionable. However, the evaluation measures would seem to provide feedback that should at least give some indication of progress and direction for this staff development program. I would urge you to withhold judgement of "success" as based only on hard data collected. It seems that in such an area of effort other more observable signs (although they may be less measurable) may in the long run be the best indicator of the level of success your program enjoys.

Good luck!

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?

1 a Yes this is clear to me.

b Yes, as we meet to [illegible]

Natalie Murray

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

? [illegible] [illegible] in the teacher when they
need it most

N.M.

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

It seems so. There, perhaps could [illegible]
[illegible] [illegible] concrete [illegible] [illegible]

M M.

Grace Sanders

E-150

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?

1a -
The priorities of the drug education program is made very evident through this plan. By structuring the project as you hope teachers would structure their classrooms (reinforcement, self discovery, group learning, etc.) you are showing teachers how to perform the skills while they are learning informationally what the skills are.

Suggestion: A second year follow-up focusing more indepth study on a technique or skill found helpful during the pilot's first year. Example: different ways to handle conflict with the child's self image in mind.

1b-
The share sessions and goal setting sessions through the small groups are invaluable. Teacher input therefore molds the program as it proceeds.

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

All sessions seem to be complete. The ways in which participants determine values, strengths, needs are to the point without being too "sensitivity" oriented which often limits learning.

Suggestion: There seems to be a need for a transition from the weeks' activities emphasizing the self-awareness, self image, etc. back into drugs and how the two are related. Perhaps a part of the last session could include an activity to do this.

Would there be a place in the awareness sessions to analyze other drug abuse program which have not been successful in curbing the drug problem to determine pitfalls to avoid?

Can parental involvement in any way strengthen your program? It seems that to truly improve the self image of the child, the parent needs to be aware of some of these skills, too. Working at home and at school, the parent and teacher can lend valuable reinforcement to the child.

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

Excellent resource materials throughout.

Suggestion: Communication skills for handling conflict might be included along with the sharing #2 session. One book to refer to is Teacher Effectiveness Training. Another is Marshall Rosenberg's Mutual Education.

The values session # 4 - The examples might be more meaningful if participants could relate to the circumstances described either in home life situations or other school situations where the emphasis is on the teacher rather than students.

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

Evaluation for the over-all project seems adequate. The intermittent evaluation by teachers checking their own skills is an excellent idea.

Suggestion: Supply check list, tape analysis form, or criteria for analysis of a teacher-made test to see if the questioning skills are being used. Supply check list for evidence of variety in grouping techniques.

1. a. Is the structure of the staff development plan such that teachers can determine the priorities of the drug education pilot?
   b. Is there a means for incorporating teacher input into the ongoing program?

a. The structure of the staff development plan lets teachers have initiative in determining the priorities of the drug education pilot.

b. There are excellent means for incorporating teacher input into the ongoing program.

2. Do the awareness activities adequately prepare teachers for the decision-making/planning activities that follow?

We feel that before involvement in decision making/planning activities, the [illegible] need to [illegible] and have a strong background in this area. Therefore more suggestions for preparation should be added.

3. Are the resources developed for the coordinator and the participants appropriate and satisfactory?

the resources are appropriate and satisfactory.

4. Do the evaluation measures provide necessary feedback to monitor and evaluate the success of the staff development efforts?

The evaluation measures do provide necessary feedback to monitor and evaluate the success of the staff development efforts if done properly.

Dorothy Nichols